# Leslie County
# Leslie County High School
# School Leadership Assessment Report

**03/18/2012 - 03/23/2012**

# School Leadership Assessment Executive Summary
# Leslie County High School
# Leslie County School District
# 3/18/2012 - 3/23/2012

Kevin Gay, Principal

## Introduction

The Kentucky Department of Education conducted a school leadership assessment of Leslie County High School during the period of 3/18/2012 - 3/23/2012. Here are the most relevant facts and next step recommendations from the school leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

## School Deficiencies and Next Steps

| | |
|---|---|
| 1. Deficiency | The principal has not established procedures to ensure all students have the tools they need to be successful in a competitive economy. |
| Next Steps | The principal should challenge staff to "dream the dream" and ask the question "How do we go from GOOD to GREAT" in Leslie County High School's pursuit of excellence. He should establish procedures to ensure the systems in place continue to produce positive results for staff and students. He should raise the bar in his accountability expectations and use the entire evaluation process to make sure staff members continue to improve. The principal should seek external resources that will sustain and exceed what the school improvement grant has provided. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 2. Deficiency | The principal has not created an instructional culture for 21st Century learners. |
| Next Steps | The principal should ensure teachers provide opportunities for students to develop 21st Century skills (information and electronic media, creativity and innovation, functional and critical thinking) through the conceptual use of technology. The principal should cultivate a learning climate that challenges students to think beyond traditional ways of demonstrating knowledge so Leslie County High School students will be prepared to be the next generation of global leaders. |

| | |
|---|---|
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 3. Deficiency | The principal does not ensure all teachers are using rigorous instructional strategies to implement the curriculum. |
| Next Steps | The principal and administrative team should continue monitoring classroom instruction through walkthroughs for the purpose of identifying effective instructional strategies. They should use walkthroughs and other data to determine if the strategies match the intensity of QualityCore rigor and standards. The principal should ensure teachers are serving as facilitators of information and support and encourage students to initiate and complete complex inquiry-based learning tasks requiring creative and critical thinking skills. The principal should ensure teachers receive the training necessary to assist students to thrive in today's global economy. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 4. Deficiency | The principal has not cultivated all staff members to successfully function independently and be self-directing. |
| Next Steps | The principal should create a culture of high expectations for professional growth and work to establish efficacy in all teachers. He should provide appropriate and creative professional development and encourage them to become leaders who can maintain their own structures as well as provide support for others. He should continue to build capacity with a goal of autonomy for all staff members. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 5. Deficiency | The school council has not fulfilled its role and responsibility to serve as the governing body for Leslie County High School. |

| | |
|---|---|
| Next Steps | The prime goal of the school council is to ensure continuous academic achievement of all students. The school council must move from an organization that receives information to one that engages the principal, school staff and other stakeholders in actions to support the goal. These actions should include, but not be limited to, planned involvement of all stakeholder groups, an annual needs assessment used for planning and budgeting, active engagement of all council members in student data analysis and adoption of policies specific to the needs of the school. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |
| 6. Deficiency | All stakeholder groups are not involved in the educational process. |
| Next Steps | The principal and school council should develop partnerships with all stakeholders (families, guardians, community and business members). They should be engaged and trained to understand academic expectations, school planning, decision making and student achievement results. Initiatives to involve all stakeholder groups as volunteers (guest speakers, educational advocates, tutors, mentors) should be implemented to enhance student learning. All stakeholder groups should be involved in school planning and decision making. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement. |
| School Action Steps to Overcoming Obstacles | |
| Timeline/Person Responsible | |

# Leslie County High School

## KDE 2012 School Leadership Assessment Report
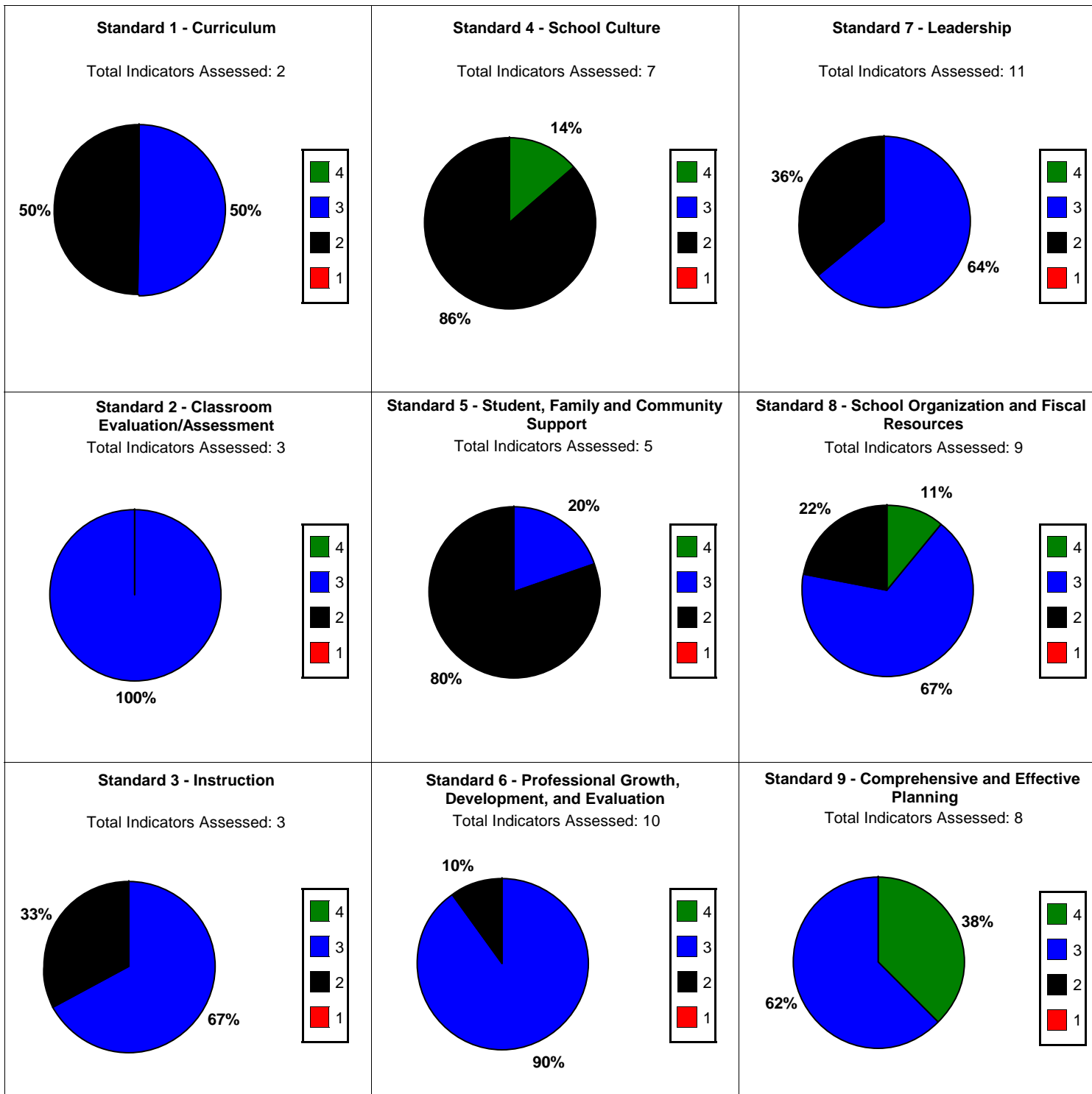## At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

<span style="color:green">4- Exemplary level of development and implementation</span>

<span style="color:blue">3- Fully functional and operational level of development and implementation</span>

2- Limited development or partial implementation

<span style="color:red">1- Little or no development and implementation</span>

### Standard 1 - Curriculum

Total Indicators Assessed: 2



50% 50%

Legend: 4, 3, 2, 1

### Standard 4 - School Culture

Total Indicators Assessed: 7



14%
86%

Legend: 4, 3, 2, 1

### Standard 7 - Leadership

Total Indicators Assessed: 11



36%
64%

Legend: 4, 3, 2, 1

### Standard 2 - Classroom Evaluation/Assessment

Total Indicators Assessed: 3



100%

Legend: 4, 3, 2, 1

### Standard 5 - Student, Family and Community Support

Total Indicators Assessed: 5



20%
80%

Legend: 4, 3, 2, 1

### Standard 8 - School Organization and Fiscal Resources

Total Indicators Assessed: 9



11%
22%
67%

Legend: 4, 3, 2, 1

### Standard 3 - Instruction

Total Indicators Assessed: 3



33%
67%

Legend: 4, 3, 2, 1

### Standard 6 - Professional Growth, Development, and Evaluation

Total Indicators Assessed: 10



10%
90%

Legend: 4, 3, 2, 1

### Standard 9 - Comprehensive and Effective Planning

Total Indicators Assessed: 8



38%
62%

Legend: 4, 3, 2, 1

## Standard - 1 - Academic Performance
### Curriculum

| | |
|---|---|
| 1.1a | Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations |
| 1.1b | District initiates, facilitates discussions among schools regarding curriculum standards |
| 1.1c | District initiates, facilitates discussions to eliminate unnecessary overlaps |
| 1.1d | Evidence of vertical communication, intentional focus on key curriculum transition points |
| 1.1e | School curriculum provides specific links to continuing education |
| 1.1f | Systematic process for monitoring, evaluating and reviewing curriculum |
| 1.1g | Curriculum provides access to a common academic core |

## Standard - 2 - Academic Performance
### Classroom Evaluation/Assessment

| | |
|---|---|
| 2.1a | Classroom assessments frequent, rigorous, aligned with Kentucky's core content |
| 2.1b | Teachers collaborate in the design of authentic assessment |
| 2.1c | Students can articulate what is required to be proficient |
| 2.1d | Test scores are used to identify curriculum gaps |
| 2.1e | Assessments designed to provide feedback on student learning for instructional purposes |
| 2.1f | Performance standards communicated, evident in classrooms, observable in student work |
| 2.1g | Assessment and Accountability Program is coordinated by school and district leadership |
| 2.1h | Samples of student work are analyzed |

## Standard - 3 - Academic Performance
### Instruction

| | |
|---|---|
| 3.1a | Evidence that effective and varied instructional strategies are used in all classrooms |
| 3.1b | Instructional strategies and learning activities are aligned |
| 3.1c | Instructional strategies/activities are consistently monitored...diverse student population |
| 3.1d | Teachers demonstrate content knowledge |
| 3.1e | Evidence teachers incorporate the use of technology |
| 3.1f | Instructional resources are sufficient to deliver the curriculum |
| 3.1g | Teachers examine and discuss student work |
| 3.1h | Homework is frequent and monitored, tied to instructional practice |

### Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

## Standard - 4 - Learning Environment
### School Culture

| | |
|---|---|
| 4.1a | Leadership support for a safe, orderly and equitable learning environment |
| 4.1b | Leadership creates experiences that all children can learn |
| 4.1c | Teachers hold high expectations for all students |
| 4.1d | Teachers, staff involved in decision-making processes regarding teaching and learning |
| 4.1e | Teachers accept their role in student success |
| 4.1f | School assigns staff...opportunities for ALL students |
| 4.1g | Teachers communicate regularly with families |
| 4.1h | Evidence that the teachers and staff care |
| 4.1i | Multiple communication strategies...to all stakeholders |
| 4.1j | Evidence that student achievement is highly valued |
| 4.1k | The school/district provides support...needs of all students |

## Standard - 5 - Learning Environment
### Student, Family and Community Support

| | |
|---|---|
| 5.1a | Families and the community are active partners |
| 5.1b | All students have access to all the curriculum |
| 5.1c | Reduce barriers to learning |
| 5.1d | Students are provided opportunities to receive additional assistance |
| 5.1e | School maintains an accurate student record system |

## Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation
### Professional Development

| | |
|---|---|
| 6.1a | Support for the long-term professional growth of the individual staff members |
| 6.1b | The school has an intentional plan for building instructional capacity |
| 6.1c | Staff development priorities..alignment..goals for student performance |
| 6.1d | Plans for school improvement directly connect goals for student learning |
| 6.1e | Professional development is on-going and job-embedded |
| 6.1f | Professional development planning connect student achievement data |

### Professional Growth and Evaluation

| | |
|---|---|
| 6.2a | Clearly defined evaluation process |
| 6.2b | Leadership provides the fiscal resources for the appropriate professional growth |
| 6.2c | Employee evaluation and the individual professional growth plan to improve staff proficiency |
| 6.2d | A process of personnel evaluation which meets or exceeds standards set in statute |
| 6.2e | The school/district improvement plan identifies specific instructional leadership needs |
| 6.2f | Evaluation process to provide teachers..change behavior and instructional practice |

## Standard - 7 - Efficiency
### Leadership

| | |
|---|---|
| 7.1a | Leadership has developed and sustained a shared vision |
| 7.1b | Leadership decisions focused on student academic data |
| 7.1c | All administrators have a growth plan |
| 7.1d | Evidence that the leadership team disaggregates data |
| 7.1e | Leadership ensures all instructional staff...access to curriculum related materials |
| 7.1f | Leadership ensures that time is protected...instructional issues |
| 7.1g | Leadership plans and allocates resources |
| 7.1h | School/district leadership provides policy and resource infrastructure |
| 7.1i | Process for the development and the implementation of council policy |
| 7.1j | SBDM council has an intentional focus on student academic performance |
| 7.1k | Principal demonstrates leadership skills in academic performance, learning environment, efficiency |

## Standard - 8 - Efficiency - School Organization and Fiscal Resources
### Organization of the School

| | |
|---|---|
| 8.1a | School is organized...use of all available resources |
| 8.1b | All students have access to all the curriculum |
| 8.1c | Staff are allocated based upon the learning needs of all students |
| 8.1d | Staff makes efficient use of instructional time |
| 8.1e | Staff...planning vertically and horizontally across content areas |
| 8.1f | Schedule aligned with the school's mission |

### Resource Allocation and Integration

| | |
|---|---|
| 8.2a | Clearly defined process (in accordance with the school council allocation formula) |
| 8.2b | Budget reflects decisions directed by an assessment of need |
| 8.2c | Councils, school boards analyze funding and other resource requests |
| 8.2d | Resources are allocated and integrated to address student needs |

## Standard - 9 - Efficiency - Comprehensive and Effective Planning
### Defining the School Vision, Mission, Beliefs

| | |
|---|---|
| 9.1a | Collaborative process used to develop the vision, beliefs, mission |

### Development of the Profile

| | |
|---|---|
| 9.2a | Planning process involves collecting, managing and analyzing data |
| 9.2b | Use data for school improvement planning |

### Defining Desired Results for Student Learning

| | |
|---|---|
| 9.3a | School and district plans reflect learning research, expectations for student learning |
| 9.3b | Analyze their students' unique learning needs |
| 9.3c | Results for student learning are defined |

### Analyzing Instructional and Organizational Effectiveness

| | |
|---|---|
| 9.4a | Strengths and limitations are identified |
| 9.4b | Goals for building, strengthening capacity |

### Development of the Improvement Plan

| | |
|---|---|
| 9.5a | Steps for school improvement aligned with improvement goals |
| 9.5b | Plan identifies resources, timelines |
| 9.5c | Evaluating the effectiveness of improvement plan |
| 9.5d | Improvement plan is aligned with the school's profile, beliefs, mission, desired results |

### Implementation and Documentation

| | |
|---|---|
| 9.6a | Plan is implemented as developed |
| 9.6b | School evaluates the degree to which it achieves the goals and objectives for student learning |
| 9.6c | The school evaluates the degree to which it achieves the expected impact |
| 9.6d | Evidence of attempts to sustain the commitment to continuous improvement |

# Focus on Student Academic Performance

The school leadership assessment report contains many important findings the school should consider.  It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance.  To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.

Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.

Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

## Introduction

The Kentucky Department of Education conducted a school leadership assessment of Leslie County High School during the period of 3/18/2012 - 3/23/2012.

The school leadership assessment team activities included a review of the documents collected for the school portfolio and profile; classroom observations (28) and formal interviews and informal discussions with teachers (26), students (89), parents (11), Youth Services Center Coordinator (1), central office personnel (1), support staff members (20), assistant principal (1), counselors (2), safety resource officer (1), community members (4) and the principal.

The school leadership assessment team utilized the Standards and Indicators for School Improvement, The Missing Piece of the Proficiency Puzzle, classroom observations, stakeholder interviews and a portfolio of school records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Betty E. Fox - District Administrator. The other team members were Jill L. Crowe - Teacher, Ginger K. Mason - Teacher, Rhonda C. Marshbanks - Teacher, John Russ - Higher Education Representative, Gayla B. Jenkins - Building Administrator, Cindy Price - Parent, Cindy Baumert - Parent, Amy D. Baker - Educational Recovery Specialist.

# Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

**Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

**Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

# Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

**Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

**Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

**Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

# Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

**Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

**Standard 8:** The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

**Standard 9:** The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

# Kentucky Department of Education

## School Leadership Assessment Summary Report

# Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary Findings in:  **Academic Performance**

**Standard 1**       **Curriculum**

**Findings For This Standard Are Based On:**

Review of classroom assessments, course syllabi, curriculum documents, curriculum maps, district technology plan, individual professional growth plans, lesson plans/units of study, master school schedule, report cards/progress reports, rubrics, samples of classroom assessments, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, school Web pages, 30-60-90 Day Plan, Professional Learning Community meeting minutes, Plus/Delta data, LCHS Month in Review, teacher data notebooks, School Improvement Grant and walkthrough forms

Interviews with principal, students and teachers

Observations of classrooms

## Performance Rating   3

1.1f    There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The school council has adopted policy (1. Curriculum) which requires the implementation of the Leslie County Board of Education curriculum at the high school. Amendments to the curriculum are effective immediately upon approval by the board. This policy states that curriculum shall be consistent with the Standards and Indicators for School Improvement. The curriculum is to be evaluated annually through the disaggregation of student performance data obtained from school, district, state and federal sources. Multiple types of assessment data (Discovery Education, Interim Performance Report, Cambridge ACT Practice Test, COMPASS, PLAN, ACT, ASVAB) are collected to monitor, evaluate, review and modify the implementation of the curriculum. The principal, administrative team and professional learning community leaders guide teachers in the review of these data and identify some gaps in the curriculum. As a result of these analyses, students needing intervention services are identified and grouped according to needs. The principal implements procedures for regular monitoring of the implementation of the curriculum through administrative walkthroughs. These walkthroughs provide information regarding the posting and use of learning targets and formative assessments, integration of resources including technology, instructional practices and student engagement. Administrative team members conduct these walkthrough observations using a common template to monitor curriculum implementation. This template includes a checklist and areas for comments and notes to describe what is observed during these walkthroughs. When conducting walkthroughs, the administrative team reviews lesson plans for the implementation of curriculum standards, daily

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Academic Performance**

**Standard 1** <u>**Curriculum**</u>

# Performance Rating   3

learning targets, formative and summative assessments and strategies used before, during and after instruction. Teachers receive individual and content-area feedback from these walkthroughs.

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Academic Performance**

**Standard 1**         <u>**Curriculum**</u>

# Performance Rating    2

1.1d   There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

The principal and administrative team members have put structures in place to assist teachers in the identification of curriculum transition points. They ensure all staff members have access to Kentucky Core Academic Standards curriculum documents through professional learning communities. Some teachers attend ACT QualityCore trainings to assist in the alignment of the curriculum with state standards, and these teachers share what they have learned with colleagues. The principal has led teachers in the implementation of professional learning communities to provide a structure for teachers to align the curriculum, to train others through embedded professional development, to work on curriculum mapping, to identify successful practices and to analyze assessment results. These meetings have resulted in the identification of some curriculum transition points within high school content areas. On May 23-26, 2011, middle and high school teachers participated in vertical cadre work sessions to align the high school and middle school curriculum, but these sessions are not ongoing to ensure a completely aligned curriculum and the identification of key curriculum transition points. Prior to the beginning of the school year, students are invited to the high school for orientation and the completion of schedules to aid in student transition. The principal has not developed a systematic process for the completion of program reviews.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Academic Performance**

**Standard 1**          <u>**Curriculum**</u>

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary of recommendations in:     **Academic Performance**

**Standard 1**          **Curriculum**

The principals and administrative teams of the high school and feeder schools should facilitate ongoing discussions between staffs to identify key curriculum transition points and provide students a seamless transition from school to school. These discussions should be ongoing and serve as a framework for the review and revision of the curriculum as gaps and overlaps are determined. The principal and school council should provide resources (stipends, substitutes, supplies) to assist in the facilitation of this process. The principal, administrative team and school council should ensure the curriculum provides opportunities for students to acquire the necessary skills (flexibility and adaptability, initiative and self-direction, leadership and responsibility) for becoming self-sufficient, productive citizens in a highly competitive society.

The principal and designees should develop a systematic process for completing program reviews and aligning the curriculum across all content areas and disciplines. This process should include evaluation through reflection of current practices to identify strengths and weaknesses and identification of roles and responsibilities of staff. The principal should ensure a schoolwide natural integration of program skills across all contents beyond the program review.

 Resources:

 Covey, Stephen R. (2008) The Leader in Me

 Blackburn, Barbara R. (2006). Classroom Motivation from A to Z

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Academic Performance**

**Standard 2**            <u>**Classroom Evaluation/Assessment**</u>

**Findings For This Standard Are Based On:**

Review of attendance records, classroom assessments, classroom assignments, classroom displays, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, rubrics, samples of classroom assessments, samples of student work products, student work and teacher portfolios

Interviews with counselor, parents, principal, school council members, students and teachers

Observations of classrooms and common areas

## Performance Rating    3

2.1a   Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

The principal collects classroom walkthrough data which allows for monitoring frequent and authentic formative and summative classroom assessments that are aligned to Kentucky's Program of Studies and Common Core Standards or Core Content for Assessment. Teachers meet in professional learning communities and use Classroom Assessment of Student Learning (CASL) strategies to design assessments that often reflect rigor, inquiry and higher-order thinking. The completion of various formative assessments (exit slips, bellringers, one and two minute papers, self-assessment, pre-test, Venn diagram, muddiest point, choral response, sticky bars) is a routine part of daily instruction. Teachers are trained to analyze student achievement data and use the results of the analysis to refine instruction and increase student achievement. Students who are not meeting achievement benchmarks are grouped and re-grouped in intervention classes so they can receive additional instruction as they strive to master learning targets. Within these groups, student achievement needs are identified, and strategies to meet their needs are intentionally designed to supplement regular classroom instruction. Most core content teachers are providing opportunities for students to practice ACT QualityCore assessments that are timed and require completing constructive responses similar to End of Course format.

2.1d   Test scores are used to identify curriculum gaps.

The principal presents student achievement data at monthly school council meetings. Although the school council is not actively engaged in an in-depth analysis of student achievement data, they review the data to make programmatic and academic decisions. The principal provides teachers

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:     **Academic Performance**

**Standard 2**                    **Classroom Evaluation/Assessment**

# Performance Rating    3

copious amounts of student achievement and non-cognitive data [Kentucky Core Content Testing, PLAN, ACT, Study Island, attendance, Project SOAR (Success Opportunity Academic Readiness)]. The principal provides progress monitoring data by requiring students to complete Discovery Education (ThinkLink) assessments three times a year.  All teachers are trained in interpreting progress monitoring data and determining instructional implications (re-teaching learning targets, reaching achievement benchmarks, providing intervention strategies, identifying curriculum gaps). Students are required to keep data notebooks in math and reading classes. One component of the notebook requires them to complete a Daily Formative Assessment for the Week which allows them to self-assess mastery of daily learning targets. The principal routinely schedules a "data day" so teachers and students have time to examine student data notebooks.  Leslie County High School applied for and was granted a one-year collaborative project with Morehead State University that allows for addressing college readiness. Collecting, managing, sharing, analyzing and using student achievement data drives decision-making at Leslie County High School.

2.1f    Performance standards are clearly communicated, evident in classrooms and observable in student work.

Most teachers provide performance standards for students to use as a guide to produce proficient work. Designing rubrics is routine practice in professional learning communities. Teachers collaboratively design performance standards and regularly implement them with their students. Students recognize and can explain how they use performance level descriptors to demonstrate high levels of learning. Most teachers display student work in their classrooms which serve as references or models of proficient work. At the beginning of the school year, the principal and assistant principal meet with each special needs student to review their Individual Education Plan and provide instruction on the use of prescribed accommodations. The principal does not assure an intentional focus on explaining the purpose of performance standards and performance level descriptors with families and other stakeholders.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Academic Performance**

**Standard 2** <u>**Classroom Evaluation/Assessment**</u>

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary of recommendations in: **Academic Performance**

**Standard 2** **Classroom Evaluation/Assessment**

The principal and school council should adopt a systematic schoolwide classroom assessment program to ensure all teachers are providing multiple innovative ways for students to demonstrate learning. The program should be designed to include research-based components that challenge students to think beyond traditional ways of demonstrating knowledge and thrust them into the next generation of global learners. In addition to current modes of formative and summative classroom assessments, the council should explore interdisciplinary, multi-modal and standards-based grading. All facets of the program should be structured under the umbrella of continual meaningful feedback, reflection and change.

The principal should continue implementing and refining the student data notebook requirement to include all subjects and grade levels in the practice. The principal should establish a process for monitoring the quality of work students include as evidence that they are reaching learning targets.

Resources:

Marzano, R. J. (2000). Transforming Classroom Grading. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.  Alexandria, VA: Association for Supervision and Curriculum Development.

O'Shea, M. R. (2005).  From Standards to Success.  Alexandria, VA: Association for Supervision and Curriculum Development.

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:     **Academic Performance**

**Standard 3**          <u>Instruction</u>

**Findings For This Standard Are Based On:**

Review of classroom assessments, course syllabi, curriculum documents, curriculum maps, individual professional growth plans, lesson plans/units of study, master school schedule, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, school mission, belief and vision statements, School Report Card data, school Web pages, student work, 30-60-90 day plan, professional learning community meeting minutes, Plus/Delta data, LCHS Month in Review, teacher data notebooks, School Improvement Grant and walkthrough forms

Interviews with principal, students and teachers

Observations of classrooms, common areas and computer lab

# Performance Rating    3

3.1a   There is evidence that effective and varied instructional strategies are used in all classrooms.

The school council has adopted policy (8. Instructional Practices) that requires teacher professional learning communities, in collaboration with the administrative team, to select and implement appropriate instructional practices to meet the diverse learning needs of Leslie County High School students. The policy requires that selected strategies meet the goals identified in school improvement grant initiatives, the 30-60-90 day plan, quarterly report data and other current student growth and achievement data used to inform instruction. All chosen strategies are to be added to the next 30 days of the cycle so the process for implementation will be clear to stakeholders. The 30-60-90 day plan stipulates that teachers should be trained to adapt strategies based on data analysis and feedback from walkthroughs. The administrative team and professional learning community leaders guide teachers in the analysis of multiple sources of data (Discovery Education, ACT, COMPASS, PLAN) using benchmarks to gauge the effectiveness of instructional strategies. During professional learning community meetings, teachers review these data to assist in planning for interventions and identifying successful instructional practices. Students needing additional time or instruction to master the content are assigned to particular groups to receive intervention services. As required by school council policy, the principal and administrative team members conduct walkthroughs to identify some instructional needs and sometimes plan professional development activities to address these areas of need. The principal and administrative team members use Plus Delta as a monitoring tool to evaluate the effectiveness of instructional strategies and use of

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Academic Performance**

**Standard 3**          <u>Instruction</u>

# Performance Rating    3

technology in classrooms. Many teachers use a variety of research-based strategies (cooperative learning, formative assessments, problem-solving, learning styles) to implement instruction. Students are not always provided opportunities to demonstrate learning in a rigorous, authentic learning environment.

3.1b    Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

The principal and administrative team members monitor classroom instruction through walkthroughs in three areas of concentration: school culture, academic performance and engagement/assessment/data. They compile their findings using common walkthrough instruments that identify specific look-fors with areas for the evaluators to check what they see and make comments and notes. Results from these walkthroughs are compiled by content areas and are communicated to stakeholders using various venues (teacher e-mails, professional learning community meetings, LCHS Month in Review, school council meetings).The principal and administrative team review lesson plans to monitor instructional strategies used before, during and after the lesson. Feedback is provided for teachers to assist in aligning instructional strategies with school and state learning goals. Teachers often require students to complete learning tasks (informational reading, on-demand writing, multiple choice, short answer, extended response, interpreting graphs) similar to those on state assessments. Students are provided additional practice in taking college readiness tests using various assessment tools (Cambridge Educational Services, COMPASS, ACT QualityCore).

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:    **Academic Performance**

**Standard 3**           <u>**Instruction**</u>

# Performance Rating    2

3.1e   There is evidence that teachers incorporate the use of technology in their classrooms.

Many teachers regularly use technology to enhance instruction and facilitate student learning. Some technological resources (calculators, wireless access points, ACT preparation materials, SMART classroom configurations) have been purchased through the school improvement grant initiative. Nooks have been purchased to provide access to research materials, applications and e-books for students and staff. The school council has not adopted a technology policy, but the principal has implemented procedures to monitor the use of technology through the walkthrough process and Plus Delta. Students are provided some opportunities (research topics, Web sites, podcasts, word processing, Study Island) to use technology to review content and to extend their learning.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Academic Performance**

**Standard 3**        <u>**Instruction**</u>

# Kentucky Department of Education

## School Leadership Assessment Summary Report

# Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary of recommendations in:     **Academic Performance**

**Standard 3**          <u>**Instruction**</u>

The school council should develop policy to guide teachers in using technology effectively in instruction. This policy should include guidelines for student use of technology to enhance learning outcomes and meet student diverse learning needs. The principal should ensure teachers provide opportunities for students to develop 21st Century skills (information and media literacy, creativity and innovation, functional and critical thinking) through the conceptual use of technology. The principal should evaluate the effectiveness of technology use and ensure teachers receive timely feedback and support to assist them in enhancing instructional practices and developing the innate curiosity of students. The school council should receive regular updates on the use of technology in classrooms and recognize outstanding uses among staff and students.

The principal and administrative team should continue monitoring classroom instruction for the purpose of identifying effective instructional strategies and assisting teachers in refining instructional practices. They should ensure all classroom instruction and learning tasks are rigorous, effective and student-centered. The principal should ensure teachers serve as facilitators of information and support and encourage students to initiate and complete complex, inquiry-based learning requiring creative and critical thinking.

Resources:

Marzano, R. J. (2003). What works in Schools: Translating Research into Action. Alexandria, VA: Association of Supervision and Curriculum Development.

Whitaker, T. (2004).  What Great Teachers Do Differently.  Larchmont, NY: Eye on Education.

Blackburn, Barbara R. (2008).  Rigor is NOT a Four-Letter Word

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 4**      <u>School Culture</u>

**Findings For This Standard Are Based On:**

Review of brochures, pamphlets, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, curriculum documents, employee handbooks, examples of school to home communications, Family Resource Youth Services Center grant proposal, fire marshal reports, Kentucky Performance Report disaggregated data, lesson plans/units of study, needs assessment data, newspaper clippings/press releases, newspapers, safe schools data reports, school communications plan, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, School Report Card data, school/district safety plan, student handbook, student work, student/parent/staff handbooks, trophy cases and yearbooks

Interviews with counselor, parents, principal, school resource officer, students and teachers

Observations of cafeteria, classrooms, common areas and hallways

## Performance Rating    4

4.1f    The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The school council has adopted policy (2. Student Assignment) for the assignment of students to classes and programs. The principal intentionally assigns teaching staff to match teacher instructional strengths with student needs to improve the academic performance of low-performing students and students with unique learning needs. The school schedule provides intervention or enrichment time for all students. Students are assigned to teaching staff during this period based on achievement data. Students are grouped and regrouped for assignment to intervention classes as students reach academic benchmarks.

# Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Learning Environment**

**Standard 4**          **School Culture**

# Performance Rating    2

4.1a   There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

Leslie County High School is a welcoming, clean and orderly environment. The buildings are in good repair with some minor exceptions (stall doors in the girls' restroom do not lock, one soap dispenser is broken, two of the four hand dryers in the boys' restroom are not operational). The Kentucky Center for School Safety conducted an assessment in October 2010. Many of the areas of concern (parent notification, inconsistent rules enforcement, supervision of student, signage) have been addressed. However, the principal has not addressed some doors (cafeteria, school door, doors leading to the vocational school and the gymnasium) left unlocked or open during the school day. The campus environment is considered safe by staff, students and parents. Leslie County High School has a comprehensive Emergency Management Plan that outlines safety and maintenance procedures and guidelines for staff. This plan includes a Supervision Plan 2011-2012 that defines where and when adults are to supervise common areas throughout the school day. Bathrooms are not monitored during the school day and are permeated with smoke. The student parking lot is not always monitored. The principal ensures safety drills are regularly practiced and fire, earthquake, tornado and lockdown drill records are kept in the office. Parents are notified of safety issues through the School Messenger one-call system. The school council adopted policy (4. Discipline and Classroom Management) which states the Leslie County Board of Education Code of Student Conduct and Substance Abuse Policy is to be given to staff, parents and students at an orientation at the start of the school year. The principal does not ensure emergency evacuation routes and student discipline rules are posted in all classrooms. Leslie County High School has two full-time nurses and a school resource officer funded by the board of education. The school resource officer patrols school events, building and grounds and transports students to the alternative program. The building is equipped with security cameras and monitors. Operational procedures to minimize interruptions during class time are being implemented by the principal and staff, but many students are allowed to enter and exit classrooms during class time. The principal implements his "three R" philosophy (Ready, Respectful, Responsible) among the students and staff. Many classrooms have this philosophy posted as classroom rules. A Learning Culture Assessment was conducted in November 2010 with staff, parents and students. The school council has not used the results of this assessment for planning and decision making.

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:    **Learning Environment**

**Standard 4**          <u>**School Culture**</u>

# Performance Rating    2

4.1b    Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The principal has a student-first focus that drives curriculum, assessment and instructional decisions. This focus is represented in the school vision, mission and belief statements. The principal engages the entire faculty and student population in a "no excuses" culture and communicates the expectation that all staff members recognize their professional roles in student success and failure. Business and community leaders are active in supporting extracurricular activities. The principal has not developed consistent partnerships with families and community and business leaders to support student learning and to promote high expectations. The belief that all children can learn is communicated through various avenues (LCHS Month in Review, mission and vision statement) to family and community members, but they are offered limited opportunities to learn how to support their child's learning. Professional learning communities meet weekly to increase instructional capacity within the faculty and to discuss student learning needs. Most students are engaged in progress monitoring and expected to be responsible for their academic growth through the use of student data notebooks. The principal and assistant principal meet with special education students to review their Individual Education Plan. The principal provides opportunities for teachers to collaborate with their peers who have been successful with motivating under-achieving students. Continuous improvement in student learning is monitored through the 30-60-90 day plan.

4.1d    Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

The school council has addressed standing committees in council bylaws. Committee membership is open to interested persons from the school's faculty, support staff, parents and students. However, the principal does not actively recruit members from all stakeholder groups for participation on these committees. Teachers are involved in informal decision-making process through professional learning communities. Non-teaching staff are occasionally involved in making decisions that affect the teaching and learning environment. The assistant principal has recently initiated a custodian and maintenance professional learning community.

4.1i    Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Learning Environment**

**Standard 4**          **School Culture**

# Performance Rating   2

District leadership has adopted a systematic communications plan, and the principal has implemented components of this plan. The principal and administrative team communicate with families through numerous avenues (LCHS Month in Review, Leslie County News, School Messenger one-call, school digital sign, parent e-mails, athletic events, report cards, school Web site). Most communication is one-way and generated without input or feedback from stakeholder groups (families, community and business members).

4.1j    There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

The principal routinely shares student academic success through multiple formal and informal sources (school board meetings, LCHS Month in Review, School Messenger one-call, digital sign, Coach's Corner, end-of-day announcements, e-mails, proficient and distinguished student pictures, banners) of recognition but provides limited opportunities for families and community members to be included in student achievement celebrations. Families who have given the school their e-mail addresses are placed on a distribution list and the school sends a LCHS Month in Review that contains pertinent information (test data, upcoming events, causes for celebration, faculty and student spotlight, athletic calendars, test and homework tips, school walkthrough data, upcoming national and state assessments, school improvement grant purchases).

4.1k    The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Some structures [Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), Youth Services Center, guidance counselors] are in place to reduce the impact of socio-economic, physical or intellectual factors on learning. Multicultural education is occasionally recognized and celebrated. The principal has recruited a few business professionals to teach students but is not intentionally focused on hiring and retaining a diverse staff.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 4**          <u>**School Culture**</u>

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary of recommendations in:     **Learning Environment**

**Standard 4**          <u>**School Culture**</u>

The principal and school council should develop partnerships with all stakeholders to foster understanding of academic expectations, decision-making processes and student achievement results. Families and community and business members should be engaged and trained as partners to plan and implement substantive work to improve student achievement for all students at Leslie County High School. The principal should conduct parent and community culture and climate surveys to collect and analyze learning environment data for consideration in the school improvement planning process.

The principal should recruit teaching and non-teaching staff, families and community and business members to serve as committee members so all stakeholder groups are involved in decision making.

The principal should make an intentional effort to include parents and community and business members when planning and celebrating student successes.

Resources:

Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.

Inside the Black Box of High Performing High Poverty Schools, Lexington, KY:Prichard Committee for Academic Excellence.

Prichard Committee Parent Involvement Toolkit.  http://www.prichardcommittee.org

Commisioner's Parents Advisory Council. The Missing Piece of the Proficiency Puzzle

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Learning Environment**

**Standard 5**          **Student, Family and Community Support**

**Findings For This Standard Are Based On:**

Review of attendance records, bulletin boards, exhibits and displays, classroom displays, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, documentation of parent contacts, documentation of referrals to health and social services, examples of school to home communications, Extended School Services entrance and exit reports, Extended School Services program overview and data, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, Individual Learning Plans, list of co-curricular offerings, newspaper clippings/press releases, notes from parent conferences, policies and procedures on access to student records, report cards/progress reports, samples of written correspondence to staff/stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school guidance plan, school mission, belief and vision statements, school visitors register, school Web pages, Software Technology, Incorporated reports, student handbook, transcripts, trophy cases, yearbooks and Infinite Campus Reports

Interviews with classified staff, community members, counselor, Extended School Services director/staff, Family Resource/Youth Services Center personnel, parents, principal, school nurse, students and teachers

Observations of cafeteria, classrooms, common areas, hallways and media center

# Performance Rating    3

5.1e  The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Student cumulative folders are well-organized and contain a variety of health, academic and educational information. Security for and access to the records are supervised by the guidance counselors. Hard copies of special education folders are maintained by the special education coordinator and are stored in a locked cabinet. Inspection logs are maintained and must be signed for information to be released to a third party. Infinite Campus is used by teachers and staff in the management of current student data. Log-in information is given to parents during open house so they may access their student's schedules, grades, attendance and behavioral information. Some teachers are not posting grades in a timely manner. Individual learning plans are completed during English classes. School personnel monitor the development of individual learning plans to ensure timelines and benchmarks are met according to criteria set at each grade level.

# Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary Findings in:  **Learning Environment**

**Standard 5**          **Student, Family and Community Support**

## Performance Rating    2

5.1a    Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

The school council has addressed standing committees in council bylaws. Committee membership is open to interested persons from the school's faculty, support staff, parents and students. However, the principal does not actively recruit members from all stakeholder groups for participation on these committees. Certified staff members have input into decision making through professional learning communities. Few programs have been established to foster family and school interaction and build relationships. Parents and guardians are invited to open house and parent/teacher conferences. Teachers communicate through various avenues (phone calls, e-mails, face-to-face) with parents and guardians when attendance, behavior or grade issues are identified. Some teachers send positive notes to students' homes. LCHS Month in Review is e-mailed to parents and community members who have provided their e-mail addresses. Information about the school is also shared with the newspaper (The Leslie County News) and local radio station (WKIC) and announced at local athletic events. Upcoming events (athletics, parent/teacher conferences, school cancellations, report cards) are communicated to families using School Messenger one-call. Perception surveys are not regularly used to seek input and feedback from families and the community. Communication between the high school and stakeholders outside the school is predominately one way. School leadership has not developed a process for obtaining input from all stakeholder groups. Leslie County Board of Education has adopted policy (Grievances 09.4281), but this policy is not always shared with parents and guardians. A truancy diversion program is being implemented within the school to encourage and support students with attendance issues. School leadership has not developed or implemented programs to ensure every student has an adult who can support the student's continuous academic progress. The Youth Services Center partners with various organizations (Coal for Kids, Kentucky River Community Care, James River Coal, local churches) to provide needed services and reduce barriers to learning.

5.1b    Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

The school council has adopted policy (15. Policy for Determining Student Support Services for the School) for student support services, but the

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Learning Environment**

**Standard 5**                **Student, Family and Community Support**

# Performance Rating    2

principal does not ensure this policy is implemented as written. The Youth Services Center and guidance counselors have developed a referral form, but most staff members communicate referrals through e-mail or face-to-face. The school council has adopted policy (20. Extended School Policy) to guide the process of students entering and exiting Extended School Services, and the policy is implemented as written. Transportation is provided for students staying after school for tutoring and completion of missing assignments and tests. Guidance counselors use current academic data to assign and reassign students to intervention classes. The Youth Services Center partners with various organizations (Coal for Kids, Kentucky River Community Care, James River Coal, Leslie County Extension Agency, local churches) to provide needed services (food, clothing, hygiene, counseling) and reduce barriers to learning. The Youth Services Center also collaborates with other support personnel (two full-time nurses, mental health counselor, guidance counselors) who are available throughout the school day to meet the needs of students. School leadership has developed a guidance plan, aligned to the guidance counselors' individual professional growth plans and the 30-60-90 day plan, which focuses on the academic needs of students. Few programs have been established to involve families, guardians and community and business members in the educational process.

5.1c  The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Some staff members have been trained to identify students with special learning or behavioral needs. The principal has not established formal procedures for making referrals to available services (Youth Services Center, guidance, health). A referral form has been developed, but most staff members make referrals through an informal process. District leadership provides two full-time nurses to the school to address minor health and emergency issues. Youth Services Center staff participates in an open house to ensure students and their families are aware of available services. Guidance counselors meet with students transferring into the school to determine curriculum, health, physical and social needs. The Youth Services Center collaborates with community organizations to provide basic needs, social services and learning beyond the classroom; however, the principal has not established programs within the school to include families and community and business members as ongoing resources to increase student achievement. The principal and assistant principal meet with special needs students throughout the school year to ensure all components of their individual learning plan are met. A schoolwide advocacy or mentoring

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 5**          <u>**Student, Family and Community Support**</u>

## Performance Rating    2

program has not been implemented.

5.1d    Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

The school council has not adopted policy, and the principal has not established procedures for re-engaging students after extended absences (truancy, drop out, homebound). A guidance counselor serves as a homebound teacher to provide instruction and support for the students she serves, and another homebound teacher addresses academic needs of other students. The school partners with colleges (Hazard Community and Technical College, Eastern Kentucky University) and the Area Technology Center to offer dual credit and learning opportunities beyond the regular classroom. Two dual-credit classes (English and mathematics) are offered within the school. The school council has adopted policy (20. Extended School Policy) to facilitate students entering and exiting Extended School Services. The policy is implemented as written. Students who have fallen behind in their class work, have not met testing benchmarks or have excessive absences are required to attend Extended School Services until they have met academic goals. Few co-curricular opportunities are available for students.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Learning Environment**

**Standard 5**              **Student, Family and Community Support**

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary of recommendations in:     **Learning Environment**

**Standard 5**          <u>**Student, Family and Community Support**</u>

The principal should develop and implement initiatives to involve all school community stakeholder groups (parents, guardians, students, community and business members) in the educational process. These stakeholders should be continually recruited as volunteers (guest speakers, educational advocates, tutors, mentors) in the school to enhance student learning. School leadership should investigate possible co-curricular programs (job shadowing, school bank, school store, service clubs) and survey students for all areas of interest. Business and community partners should be sought to assist the school in providing co-curricular programs for students. All stakeholder groups should be involved in school planning and decision making through the committee structure and advisory groups. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.

The principal should develop and implement procedures for re-engaging students who have been absent from the school setting for extended periods of time. This process should include guidelines for transitioning back into the classroom, obtaining counseling services and participating in co-curricular and extra-curricular programs.

The principal should set timelines and expectations for the posting of up-to-date grades. The principal should ensure all teachers record grades in Infinite Campus in a timely manner.

Resources:

Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association.

Hiatt-Michael, D.B. (2001). Promising Practices for Family Involvement in Schools. Greenwich, CT: Information Age Publishing.

Principal's Guide to Effective Family Involvement. (2002). Gaithersburg,MD.: Aspen Publishers.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Learning Environment**

**Standard 6**          <u>**Professional Growth, Development, and Evaluation**</u>

**Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, district personnel evaluation system and documentation of implementation, employee handbooks, faculty meeting agenda, individual professional growth plans, professional development records, school council policies and bylaws, school Web pages, staff development agenda, Teaching, Empowering, Leading and Learning Survey, 30-60-90 Day Plan, School Improvement Grant, walkthrough instrument, district policies, Professional Learning Community meeting minutes, Plus/Delta data, teacher data notebooks and student data notebooks

Interviews with assistant principal, classified staff, parents, principal, students and teachers

Observations of classrooms

# Performance Rating    3

6.1a    There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

The principal provides multiple professional development opportunities (ThinkLink, Student Data Notebooks, Mission and Beliefs, Mind Set in Action I and II, ACT QualityCore, Compare and Contrast, Interactive Lecture, Effective Analysis of Student Data, Characteristics of Highly Effective Teaching and Learning, Response to Interventions) that are specifically congruent with the 30-60-90 day plan and individual professional growth plans. Most professional development is content-specific to meet the needs of individual teachers. Some teachers seek additional professional development (SMART Classroom and Texas Instrument Navigators, English Language Arts Leadership Network, Mathematics Leadership Network, Triangulation of Special Education Data, Kentucky Reading Project) within or outside the district to update content knowledge or to enhance instructional practices (professional learning community protocol, systems thinking, linkage charts). Professional development is also offered to enhance leadership skills (Baldridge Group, Characteristics of Highly Effective Teaching and Learning, Learning Walks) for certified staff members. Most professional development activities are research-based and have proven to be effective in improving classroom practices and moving students to higher levels of academic performance. The principal provides opportunities for parents to participate in informational sessions (Infinite Campus Parent Portal, Educational Planning and Assessment System, Applying for College and Financial Aid), but parent attendance at these sessions is low. The principal and district leadership

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Learning Environment**

**Standard 6**        <u>**Professional Growth, Development, and Evaluation**</u>

## Performance Rating    3

provide classified staff members with professional development. Many activities are appropriate, job-related training (autism, food services, bloodborne pathogens, confidentiality). Some classified staff members attend staff workdays where more opportunities (mission and beliefs work session, Mind Set in Action I and II) for growth are offered.

6.1b   The school has an intentional plan for building instructional capacity through on-going professional development.

The principal, administrative team and professional learning community leaders have a specific professional development plan that is aligned to the school improvement grant and the 30-60-90 day plan. The principal plans professional development based on teacher and student needs derived from analyses of data collected from professional learning community Plus/Delta responses, walkthroughs, professional growth plans and evaluations. Most professional development opportunities identified in the plan are ongoing, and many are job-embedded. Many trainings (Effective Analysis of Student Data, Mind Set in Action I and II, teacher data notebooks, formative assessments, differentiated instructional strategies) are provided during faculty and professional learning community meetings.

6.1c   Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

The principal ensures staff development priorities in the professional development plan are aligned with the 30-60-90 day plan, student performance data and goals and the individual professional growth plans of staff. Professional development strategies that are identified through walkthrough data and the evaluation process are specifically designed to address the professional growth needs of individual staff members. In collaboration with the principal, each certified staff member develops an individual professional growth plan that identifies specific action steps to meet their needs and increase student achievement.

6.1e   Professional development is on-going and job-embedded.

The principal emphasizes the use of professional learning communities as a vehicle for implementing job-embedded professional development activities. These activities (differentiated instruction, formative assessment, Characteristics of Highly Effective Teaching and Learning, Effective Analysis of Student Data, Teacher Data Notebooks-Analysis of Benchmark Protocol)

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:    **Learning Environment**

**Standard 6**              **Professional Growth, Development, and Evaluation**

## Performance Rating    3

are determined through the analysis of Plus/Delta data and are presented on a regular basis during the professional learning community cycle. Professional development training at Leslie County High School is a sustainable, ongoing and job-embedded system. Professional development opportunities emphasize professional growth that will continuously enhance professional practices.

6.1f    Professional development planning shows a direct connection to an analysis of student achievement data.

The principal, administrative team and professional learning community leaders develop a professional development plan that shows a direct connection to an analysis of student achievement data. The principal has established non-negotiables (formative and summative assessments, posted learning targets, bell-to-bell instruction, data analysis, up-to-date lesson plans) to improve instructional practices. The principal and administrative team conduct walkthrough observations to evaluate the implementation and impact of learned strategies on classroom practices and student performance. Multiple sources of data (walkthroughs, Plus Deltas, quarterly reports, student assessments, intervention) are used to evaluate past professional development activities, to monitor present activities and to plan for future professional development. Professional development activities (deconstruction of standards, differentiated instruction, Compare and Contrast, Effective Learning Targets, Formative Assessment, Interactive Lecture) are grounded in research. Professional development funds have been allocated in the school improvement grant.  The principal does not have a defined process for validating teacher requests for professional development prior to allocating funds.

6.2a    The school/district provides a clearly defined evaluation process.

The Leslie County Board of Education adopted policies (03.18 Evaluation, 03.28 Evaluation) that clearly define the evaluation of certified and classified personnel. The principal at Leslie County High School shared the evaluation process with certified staff members during opening day activities on August 1, 2011.

6.2c    The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

The principal and assistant principal share the responsibility for the evaluation

# Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 6**        **Professional Growth, Development, and Evaluation**

# Performance Rating    3

of staff using the district-approved personnel evaluation process. Upon completion, copies of the results of summative observations and conferences are sent to the district office. The principal and administrative team also conduct frequent walkthroughs to gather information on classroom practices and other indicators related to the three "Big Rocks" (School Culture, Academic Performance, Data-Based Decision Making) of the 30-60-90 day plan, and the principal uses this acquired knowledge and evaluation information to determine individual professional growth needs of teachers. This process is used to improve proficiency of the instructional staff. Individual professional growth plans for certified staff members are collaboratively developed with the principal to include both individual goals and goals aligned with the 30-60-90 day plan. Using their job descriptions, teachers develop a linkage chart (aim, goal, workforce, process, results) as part of the professional growth plan. This chart is used to define the role of individuals in the school and answers the question "What is my purpose?" Certified staff members deconstruct information in their individual professional growth plans, job descriptions and linkage charts to establish professional growth plan action steps (objectives, strategies, measures of effectiveness, timeline, how they will communicate learning) which describe what must be done to attain the goals identified in individual professional growth plans. The principal maintains the completed, approved plans in binders. He meets formally and informally with individual teachers to discuss implementation of plans and progress toward reaching goals. Evidence (professional learning community notes, student data, formative assessment data, unit plans) of improvement is included in individual professional growth plan binders. The board of education has adopted policy (03.28 Evaluation) that states each classified employee shall be evaluated at least once each year. Some classified staff members at the high school are not always evaluated according to this timeline.

6.2d   Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The board of education adopted the Leslie County Schools Performance-Based Evaluation Process on July 22, 2008 which was approved by the Kentucky Department of Education on July 31, 2008. The principal and district leadership monitor schedules for the evaluation of both tenured and non-tenured personnel to ensure they are administered according to timelines. The principal and assistant principal use procedures outlined in the approved plan for these evaluations.

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 6**            <u>**Professional Growth, Development, and Evaluation**</u>

## Performance Rating    3

6.2f     Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

The principal uses walkthrough information and the evaluation process to provide teachers adequate and ongoing support. Walkthrough observations are conducted to monitor instructional practices and other indicators related to the three big rocks (School Culture, Academic Performance, Data-Based Decision Making) of the 30-60-90 day plan. The indicators under the "Big Rock" categories of the walkthrough instrument are continually updated to meet the current needs of the school. Teachers receive specific individual feedback, and professional learning communities receive compiled data for their departments. The principal collaborates with certified staff members to focus the goals of professional growth plans on individual and school needs. The principal formally and informally reviews growth plans throughout the year for implementation and progress toward meeting goals. The principal provides support systems (professional learning communities, Director of Academic Performance, Education Recovery Team, assistant principal, guidance counselors) to bring about changes in classroom instructional practices.

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Learning Environment**

**Standard 6**          **Professional Growth, Development, and Evaluation**

## Performance Rating   2

6.2b   Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

Professional learning community leaders, along with the principal and administrative team, determine the professional development needs of high school staff members and align these needs with the 30-60-90 day plan and the school improvement grant. The grant directs how funds are to be used (stipends, substitute teachers, travel, food, registration fees) for professional development activities, but expenditures are not included in the 30-60-90 day plan or professional development plan. The principal does not have a defined process for certified staff members to request the use of funds or permission for attendance at out-of-district professional development opportunities. The school council monitors budgetary expenditures at monthly council meetings.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Learning Environment**

**Standard 6**            <u>**Professional Growth, Development, and Evaluation**</u>

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary of recommendations in:    **Learning Environment**

**Standard 6**          **Professional Growth, Development, and Evaluation**

The principal should identify and cultivate potential leaders from all stakeholder groups (teachers, parents, students, community and business members) and provide appropriate and creative professional development. Professional development should include increasing the knowledge base of education standards and processes, developing autonomy and building leadership capacity in each individual.

The principal should create a culture of high expectations for professional growth. The principal should project a vision of overall staff growth in which each member plays a part. Structures should be in place in which staff can provide mutual support and encouragement. The principal should develop a systematic plan where teachers regularly observe and provide descriptive feedback and collegial support to cultivate instructional excellence.

The principal should seek outside resources to expand professional development opportunities to include classified staff in all appropriate schoolwide professional development aligned with the school improvement grant and the 30-60-90 day plan. These resources should extend to also include appropriate professional development for other stakeholder groups (families, community and business members, students).

The principal and administrative team should develop a comprehensive plan to address individual professional development. The principal and staff should purposely consult multiple authoritative sources about professional development opportunities that may address specific individual needs of staff members. The sources should demonstrate the impact they have had upon instructional practice and student achievement in other schools. These individual professional development opportunities should align with the 30-60-90 day plan, school improvement grant, long-term growth needs of individual staff and goals for student learning.

The principal should capitalize on the use of the certified staff evaluation process to improve staff proficiency and leverage continuous growth.

The principal should develop and use a formal process for certified staff members to request approval to attend out-of-district professional development opportunities. This process should be used to determine the need for and effectiveness of proposed activities before allocating funds. The request should include connections to individual professional growth plans and the goals of the school improvement plan and describe how learned skills will be used to improve teaching and learning in the classroom or school.

Resources:

Killion, J. (2007).  Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc.

Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.

Commisioner's Parents Advisory Council.  The Missing Piece of the Proficiency Puzzle

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Efficiency**

**Standard 7**                    **Leadership**

**Findings For This Standard Are Based On:**

Review of certified personnel evaluation plan and process, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, facility inspection reports, fire marshal reports, health department inspection reports, individual professional growth plans, lesson plans/units of study, master school schedule, newspaper clippings/press releases, safe schools data reports, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school guidance plan, school mission, belief and vision statements, school newsletter, school Web pages, school/district safety plan, state statute and regulation, student/parent/staff handbooks, Infinite Campus Reports and Perception Survey results

Interviews with assistant principal, classified staff, parents, principal, school council members, school resource officer and teachers

Observations of cafeteria, classrooms, common areas and hallways

## Performance Rating    3

7.1a   Leadership has developed and sustained a shared vision.

In 2010, the first "Big Rock" task identified for Leslie County High School to address as a turnaround school was to create clearly defined vision and mission statements. At the beginning of the 2010-11 school year, the principal led the process of completing this project. Certified and classified staff members and students were surveyed to gather ideas on what their school would look like if it were a successful school. During a staff meeting, certified and classified staff members brainstormed what they believed to be essential components needed for their own school to be highly successful. Using the ideas generated from survey data and staff input about qualities they believed were important to be a high performing school, a vision statement was written and a list of beliefs were created and approved by the staff and school council. As a part of this process, the mission statement was revisited but unchanged. The principal actively promotes Leslie County High School's vision and mission throughout the school year. The principal begins each ball game by announcing the mission statement, the school's academic ranking in the state and the school's vision for all students. On August 1, 2011, the principal began the school year with a session to review the vision, mission and belief statements and to evaluate the evidence that demonstrates support of the mission and belief statements in their work. At one workshop, the principal presented a PowerPoint that included a slide titled "The Big Picture-Principal's Vision". In this vision, he talks about three things that are

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 7** <u>**Leadership**</u>

# Performance Rating 3

important for the high school to be successful: putting the right people on the bus and putting them in the right seats on the bus, it is always about student learning-nothing else, and data guides our improvement and provides no excuses. Vision, mission and belief statements are posted in the front foyer, office and in most classrooms. The mission statement is located on the school Web page and some publications (LCHS Month in Review, Chamber of Commerce). Although all stakeholder groups (families, community and business leaders) did not have direct input into the development of vision, mission and belief statements, the principal continually communicates to the public what Leslie County High School wants and expects of each and every student. The vision, mission and belief statements are the driving forces behind school improvement at the high school.

7.1b    Leadership decisions are focused on student academic performance and are data-driven and collaborative.

The principal, in collaboration with the school council, administrative team and professional learning communities, uses data results for determining most programmatic and academic decisions at Leslie County High School. The principal provides a multitude of student achievement (PLAN, Discovery Education, ACT, Kentucky Core Content Test, No Child Left Behind) and non-cognitive (attendance, survey) data for teachers to disaggregate and analyze. The principal sets the expectation that teachers use formative assessments as a non-negotiable in daily instructional practices. Professional learning community leaders develop agendas around the professional learning community four-week protocol, ensuring available data are analyzed and used to determine best learning opportunities (intervention, reteaching, accelerated learning needs, modifications for special needs students) to meet achievement benchmarks. All teachers are required to maintain data notebooks, and most students are required to maintain data notebooks in mathematics and reading classes. The school council primarily receives information about data through reports (professional learning community teams' core areas, schoolwide assessment results, 30-60-90 day plan progress) and makes some decisions based on data that are presented; however, as a school council group, they are not yet actively engaged in in-depth holistic analysis of a collection of schoolwide data that drive the decisions they make as the governing body of the high school.

7.1c    There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:    **Efficiency**

**Standard 7**          <u>**Leadership**</u>

# Performance Rating    3

All school administrators have individual professional growth plans that include linkage charts (aim, goal, workforce, process, results). The linkage chart is used to define the role of each administrator and answers the question, "What is my purpose?" The principal develops his individual professional growth plan with the superintendent. The superintendent formally reviewed the principal's growth plan in January 2012 and provided written feedback. Informal discussions between the principal and superintendent about his progress toward meeting the goals on his growth plan are very frequent. Other school administrators (assistant principal, guidance counselors) develop individual professional growth plans in collaboration with the principal, and the plans are reviewed periodically during the school year. The work of all school administrators (principal, assistant principal, guidance counselors) focus on their roles and job responsibilities in implementing the three "Big Rocks" (School Culture, Academic Performance, Data-Based Decision Making) of the 30-60-90 day plan. The administrative team uses the Leslie County High School Administrative Team Systems Check to measure progress in specific leadership areas.

7.1d    There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The principal, in collaboration with the school council, administrative team and professional learning communities, continuously collects and analyzes a multitude of student achievement (Discovery Education, COMPASS, Kentucky Core Content Test, No Child Left Behind, Kentucky Online Testing, Educational Planning and Assessment System) and non-cognitive (attendance; Teaching, Empowering, Leading and Learning survey) data. These data are used to identify schoolwide needs, specific content needs and student intervention needs. Professional learning community teams are charged with the responsibility of using disaggregated student performance data, formative and summative classroom assessment data and instructional and curricular data for identifying student achievement gaps. These data are then used to refer students to specific intervention classes. Within these intervention classes, data continues to drive how students are grouped and re-grouped to meet their unique learning needs. The principal presents student performance data results and progress on meeting goals of the 30-60-90 day plan at faculty meetings, school council meetings and board of education regular meetings and working sessions. Professional learning community team leads are required to present student achievement data results and

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Efficiency**

**Standard 7**          <u>**Leadership**</u>

# Performance Rating    3

content progress on achieving goals of the 30-60-90 day plan to the school council on a regular basis.

7.1e    Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

The principal, administrative team and district leadership collaborate to ensure all staff members have curriculum documents and materials needed to teach their core area of instruction. The principal has established professional learning communities that meet one day after school each week. Access to Kentucky Core Academic Standards curriculum documents are provided through professional learning communities. A four-week protocol is followed for teachers to align the curriculum, to train others through embedded professional development, to work on curriculum mapping, to identify successful practices and to analyze assessment results. A member of the administrative team is assigned to each core content area professional learning community team, attends most meetings and often participates in discussions and work analysis. Some teachers attend trainings (ACT QualityCore, Content Teacher Leadership Meetings, Kentucky Reading Project, Kentucky Valley Education Cooperative's Next Generation Regional Science Cadre) to assist in the alignment of the curriculum with state standards, to share what they have learned with colleagues and to enhance skills in personal classroom practices. School improvement grant funds have purchased ACT QualityCore curriculum materials and supplemental resources (Texas Instrument Navigator Classroom Configuration to be used with Graphing Calculators for Mathematics Classrooms, Silver and Strong Supplemental Resources, Discovery Education Assessment, SMART classroom configurations) for teachers. The principal has provided program review curriculum resources to appropriate teachers, but the principal has not yet developed a process for the completion of reviews or identified training opportunities for teachers.

7.1f    Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

The principal has established time during the school day for teachers to individually plan for their assigned courses and content. The principal and district leadership have increased the number of minutes in the school day and added 10 instructional days to the calendar. The principal, in collaboration with teachers, has developed an after-school schedule for four

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Efficiency**

**Standard 7**      <u>Leadership</u>

# Performance Rating    3

professional learning communities (PLCs) to meet weekly to plan lessons and assessments, deconstruct standards and review student data. Although PLCs address their own content (English, math, science, social studies), they all use the school's 30-60-90 day plan, a component of the school improvement grant, to focus their work. Time is not devoted to staff working formally in horizontal groups, but many staff members indicate the numerous initiatives managed by the vertical PLCs have contributed substantially to student achievement.

7.1g    Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The fiscal and human resources allocated to Leslie County High School are sufficient to deliver effective instruction to all students and to ensure significant improvement in student performance. Two Education Recovery staff members provide assistance in the turnaround process. A school improvement grant provides additional personnel (three teachers, Director of Academic Performance) and funding sources for curriculum (ACT QualityCore curriculum, ACT preparation materials) and technology resources (calculators, wireless access points, SMART classroom configurations). The principal uses individual professional growth plans to monitor growth needs of certified staff members as a means of continuous focus on improving student achievement. The principal, administrative team and teachers work diligently to remove barriers that may impede students from improving. The principal and assistant principal conference with each special needs student on how to use and request accommodations listed in their individual education plan. Teachers disaggregate multiple formative and summative assessment information and identify students in need of intervention services. The two guidance counselors have developed a schoolwide guidance plan and are constantly changing school schedules to meet the unique learning needs of students. The principal and school council have not developed a process to monitor the use of all resources (Youth Services Center, school nurses, school resource officer, extended school services) to eliminate gaps and overlaps in services and measure their impact on sustaining continuous school improvement. The school council is apprised on a monthly basis of progress toward meeting goals on the 30-60-90 day plan and reviews expenditures of school funds allocated to support the goals.

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Efficiency**

**Standard 7**          <u>**Leadership**</u>

# Performance Rating    2

7.1h   The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The school council has adopted policies (3. School Space Use, 4. Discipline and Classroom Management), and the principal develops procedures to maintain a safe, healthy, orderly and equitable learning environment for staff and students. The discipline policy requires the faculty and principal to implement the Leslie County Board of Education Code of Student Conduct. Leslie County High School has a comprehensive emergency management plan that outlines safety and maintenance procedures and guidelines for staff. This plan includes a Supervision Plan 2011-2012 that defines where and when adults are to supervise common areas throughout the school day. The school council has adopted policy (15. Policy for Determining Student Support Services for the School) that requires the principal to appoint an ad-hoc committee to annually review the School Safety Plan. An Emergency Quick Reference Guide for Leslie County High School outlines staff actions in the event of an emergency. The principal ensures safety drills are regularly practiced and records for fire, earthquake, tornado and lockdown drill records are recorded, but the principal has not ensured emergency evacuation routes are posted in all classrooms. Parents are notified of safety issues through the one-call system. The principal established a set of non-negotiables (up-to-date lesson plans, bell-to-bell instruction, posted learning targets, formative and summative assessments, students on task) and set procedures (limited calls to classrooms, morning and afternoon announcements) to minimize disruptions and maximize instruction, but many students are allowed to enter and exit during class time, causing them to miss instructional time and provides opportunities for unhealthy behaviors (smoking in restrooms). The Kentucky Center for School Safety conducted a safety audit at Leslie County High School on October 5, 2010. One finding of this report supported a concern that smoking and dipping are used in the school. The recommendation was to develop a well-defined restroom supervision plan requiring teachers to monitor the restrooms during class changes. The principal has a supervision plan during class changes, but restrooms are not always supervised. The Director of Student Culture Systems and school resource officer provide support and interventions for disruptive students. Although the school council has adopted policies and the principal has developed procedures to provide a safe, healthy, orderly and equitable environment for staff and students, the principal does not ensure all staff members consistently adhere to these practices.

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Efficiency**

**Standard 7**          <u>**Leadership**</u>

# Performance Rating    2

7.1i    Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

The school council has adopted all required school council policies, and bylaws are in place. Over the past two years, the school council has reviewed and revised most council policies. The school council is focused on developing policies they define as "model" policies that are specific to address and meet the current needs identified at the high school, but this process is progressing at a slow rate. The school council has not established a process to ensure school council policies are implemented as written or identified a process to measure the impact of school council policies on student performance. Most stakeholder groups (certified and classified staff members, families, students, community and business members) do not always know when a school council meeting is scheduled or what the meeting will address. According to school council bylaws (Article VIII Minutes and Other Council Records), meeting minutes are available to any interested person. However, school council minutes are not shared with staff members or readily accessible to other stakeholder groups.

7.1j    There is evidence that the SBDM council has an intentional focus on student academic performance.

Under the guidance of the principal, the school council is at the implementation stage for becoming the decision-making body of Leslie County High School, according to Kentucky guidelines for school councils. In 2010, the leadership assessment team identified the school council at this same implementation stage of performing duties as the governing body of the high school. At the present time, the school council primarily receives information through reports (professional learning community teams, budget and expenditures, assessment results, 30-60-90 day plan progress), discusses issues and makes some decisions based on the data that are presented. However, as a school council group, they are not yet actively engaged in an in-depth analysis of a collection of schoolwide data that drive the decisions they make as the governing body of the high school. The principal ensures the primary focus of school council meetings is student achievement. He is cognizant of the "next step" in moving the school council beyond the receiving report stage to the active participating stage in analyzing and using data to make decisions that will improve student achievement. The superintendent or his designee frequently attends school council meetings, actively participates in council discussions on strengthening the school's instructional and organizational effectiveness and often shares board of

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Efficiency**

**Standard 7**          **Leadership**

# Performance Rating    2

education and district information. The principal attends all board of education meetings and work sessions and frequently presents reports (student assessment results, progress toward meeting goals of the 30-60-90 day plan, next steps on moving the high school forward, attendance information).

7.1k    There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The principal at Leslie County High School has created a culture where data results drive instruction, and high quality instruction and improved student achievement are the expectation. The principal has been instrumental in the turnaround process at the high school. He has worked collaboratively with Educational Recovery staff, administrative team, teachers and district staff in developing a program of excellence where all students can reach proficiency. He has conducted presentations at several professional organizations (Kentucky Association of School Administrators, Kentucky Leadership Academy) and facilitated trainings (Kentucky Department of Education turnaround meetings, adjoining school districts) on strategies that have resulted in Leslie County High School's success. He is proud of the school's accomplishments and celebrates their mission and accomplishments at community events. He was featured on a Public Broadcast System program about school leadership. He shares leadership responsibilities with his administrative staff members and professional learning community teacher leaders. He empowers teachers to make decisions about classroom practices and student learning through professional learning communities and creates opportunities for all students to be knowledgeable about, and be responsible for, their own academic growth. Although the principal holds all staff members accountable for their role in improving student academic performance, he does not always hold them to the same high standards in the consistency of application of school behavioral (smoking in bathrooms, students in hallways during class time) procedures. The principal does not actively seek opportunities to engage the school community in conversations about what is going on at the high school. As the chairperson of the school council, he develops agendas, shares information and develops procedures for school council policies but has not moved the council forward to be a true governing body (analyze schoolwide data, effective bylaws and policies, involvement of all stakeholder groups) charged with the responsibility of developing policies that will make Leslie County High School a place where parents feel secure that their children are receiving the education they need to be college and career ready.

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Efficiency**

**Standard 7**          **Leadership**

# Performance Rating   2

In a workshop titled "The Big Picture-Principal's Vision", the principal identified three beliefs he deems to be vital for Leslie County High School to be successful: putting the right people on the bus and putting them in the right seats on the bus, it is always about student learning-nothing else, and data guides our improvement and provides no excuses. The principal has successfully worked to implement this vision. Although there are things the principal still needs to address, he has accomplished many of his goals.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Efficiency**

**Standard 7**          <u>**Leadership**</u>

## Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary of recommendations in:     **Efficiency**

**Standard 7**          <u>**Leadership**</u>

The principal should challenge staff to "dream the dream" and ask the question "How do we go from GOOD to GREAT" in Leslie County High School's pursuit of excellence. He should establish procedures to ensure the systems in place continue to produce results for staff and students. He should raise the bar in his accountability expectations and use the entire evaluation process to make sure staff members continue to improve. The principal should seek external resources that will sustain and exceed what the school improvement grant has provided.

The principal should move the school council from an organization that receives information to one that engages the principal, school staff and other stakeholders in actions to support their primary goal of ensuring continuous academic achievement for all students. The school council should require agenda items be made public to all stakeholder groups (certified and classified staff members, families, students, community and business members). School council minutes should be shared with all certified and classified staff members and be readily accessible to other stakeholder groups.

The principal should actively invite and involve all school community stakeholders to participate in the educational process at Leslie County High School. Representatives from stakeholder groups should be trained for involvement in school planning and decision making. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.

The principal and administrative team should continue monitoring classroom instruction for the purpose of determining if the teachers are intentionally matching curriculum and instruction with ACT QualityCore rigor and standards. The principal should ensure teachers are serving as facilitators of information and support and encourage students to initiate and complete complex, inquiry-based learning tasks requiring creative and critical thinking. The principal should ensure students are active participants and are empowered to participate in engaging activities. The principal should ensure teachers receive the training necessary for reaching the school's goals for achievement, and students are prepared to thrive in a competitive economy.

Resources:

Blankstein, A. M. (2004). Failure is Not an Option. Thousand Oaks, CA:  Corwin Press.

DuFour, R. and Eaker, R. E. (2005). On Common Ground. Bloomington, IN: National Educational Service.

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service.  ISBN 1932127283

Marzano, R. J. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:     **Efficiency**

**Standard 8**                    <u>School Organization and Fiscal Resources</u>

**Findings For This Standard Are Based On:**

Review of bulletin boards, exhibits and displays, categorical program financial reports, civic group programs/agenda, classroom assessments, classroom assignments, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, district budget and allocations, examples of school to home communications, Extended School Services Schedule, faculty meeting agenda, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, roster of teaching assignments, samples of classroom assessments, samples of student work products, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school Web pages, student work, teacher portfolios, trophy cases and Infinite Campus Reports

Interviews with assistant principal, central office staff, classified staff, community members, counselor, parents, principal, school council members, students and teachers

Observations of classrooms, common areas, hallways and media center

# Performance Rating     4

8.1c    The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

The school council has adopted policies (6. Staff Time Assignment and 19. Data Analysis and Improvement Policy), and the principal has implemented procedures to purposefully align teacher capabilities and personalities with the unique needs of students. A draft master schedule is developed in the spring. Teachers, working in their professional learning communities (PLCs), identify courses and content they wish to teach. At the same time, student performance data are used to identify needs of all students. The principal, in collaboration with the administrative team and PLC leaders, assigns teachers to courses and students based on teacher strengths and specific student needs. Staff assignments are then submitted to the school council for approval. Classified instructional staff members are assigned to positions based on federal guidelines for special needs students. The PLCs continually monitor student assessment data to determine student placement in intervention classes. Students are assigned and re-assigned as benchmarks are met. Teacher assignments are adjusted to meet student needs

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:  **Efficiency**

**Standard 8**         <u>**School Organization and Fiscal Resources**</u>

## Performance Rating    4

# Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary Findings in:  **Efficiency**

**Standard 8**              **School Organization and Fiscal Resources**

## Performance Rating    3

8.1a    There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The principal and school council have developed and implemented effective and efficient organizational structures to facilitate allocation of human, physical and fiscal resources. All staff members (administrative team, professional learning community leaders and members, classified staff) have clearly defined responsibilities and roles. The administrative team (principal, assistant principal, guidance counselors, Director of Academic Performance, Director of Student Culture Systems, Educational Recovery staff) monitors progress on instruction and student academic performance and reviews management issues in the building. Professional learning communities (PLCs) meet weekly to plan lessons and assessments, deconstruct standards and review student data. The principal has established two-way vertical and horizontal lines of communication between the administrative team and PLCs and requires meeting agenda and notes. The principal reports monthly to the school council, while the PLC leaders make periodic reports. Agenda and notes of some meetings are maintained and may be accessed on SkyDrive. School council bylaws provide for six standing committees in Article 5 and five in the Appendix, but the principal does not ensure these committees are in place. The school council has developed policies (3. School Space Use, 6. Staff Time Assignment, 16. School Budget Policy and 19. Data Analysis and Improvement Policy) to assign, prioritize and evaluate human, physical and fiscal resources. The principal and school council ensure these policies are implemented as written. The principal, district leadership and school staff seek some community resources (local attorney teaches a law class, a poet and folk artist served as artists-in-residence) for the high school program. A dual-credit partnership has been established with Hazard Community and Technical College. Faculty members have written grants for special projects.

8.1e    Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

The principal has established time during the school day for teachers to individually plan for their assigned courses and content. The principal, in collaboration with teachers, has developed an after-school schedule for four professional learning communities (PLCs) to meet weekly. These PLCs base their work on four emphases (deconstructing standards, summative

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary Findings in:   **Efficiency**

**Standard 8**          **School Organization and Fiscal Resources**

## Performance Rating    **3**

assessments, formative assessments, analysis of student data), but as teacher expertise has increased, elements of the four may be included in each meeting. Although PLCs address their own content (English, math, science, social studies), they all use the school's 30-60-90 day plan, a component of the school improvement grant, to focus their work. Time is not devoted to staff working formally in horizontal groups, but many staff members indicate the numerous initiatives managed by the vertical PLCs have contributed substantially to student achievement.

8.1f   The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

The school council has established policy (2. Student Assignment) that requires the principal to bring a student assignment plan to the council for approval. The principal and administrative team have designed a master class schedule that provides for a wide range of learning and academic intervention opportunities for students. The principal, administrative team and teachers are intentional in assigning staff to courses and students to maximize teacher talents and student needs. The principal and district leadership have increased the number of minutes in the school day and added 10 instructional days to the school calendar. An intervention period has been inserted in the school day, and all students receive services (Level two and three interventions, additional reading and mathematics, ACT prep) based on assessment data from Discovery Education. Most exceptional child education teachers collaborate with teachers in regular program classrooms. Mandatory Extended School Services are available for students who need additional time outside of the school day to make academic progress. A variety of enrichment (art, chorus, drama) and elective classes are not available to meet the needs of all students.

8.2a   The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The school council receives annual Support Education Excellence in Kentucky (SEEK) funds as required by Kentucky Revised Statutes. The council has approved policies (14. Determining Instructional Materials for the School and 16. School Budget Policy) that outline a process to be followed by the principal and ensure the school council has the necessary information to

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:    **Efficiency**

**Standard 8**            <u>**School Organization and Fiscal Resources**</u>

## Performance Rating    3

approve a school budget. The principal has developed and implemented procedures consistent with school council policy. The principal presents an updated budget on expenditures to the school council at each monthly meeting.

8.2b    The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The school council has adopted policies (14. Determining Instructional Materials for the School and 16. School Budget Policy) to set the school's budget. The council considers data from quarterly reports of the school improvement grant, the 30-60-90 day plan and student achievement and non-cognitive data. Discretionary money is divided among the school office, the library and professional learning communities to purchase needed resources. The secretary, bookkeeper and librarian are asked to submit budget requests to the principal prior to the school council approval of the budget. Professional learning communities determine how their funds are spent, but all expenditures must be approved by the principal. The principal submits a monthly report to the school council for review.

8.2d    State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

The principal collaborates with district leadership to ensure state and federal funding sources (Individuals with Disabilities Education Act, Title II, Youth Services Center, Extended School Services) are expended according to program guidelines. Some funds are integrated to enhance school initiatives. Teachers funded through the Individuals with Disabilities Education Act collaborate with district-funded teachers. Extended School Services monies are used to provide extra learning time for students who are not meeting learning targets during the school day. Some funds (school improvement grant, school council allocations, district funds) support efforts by teachers to enhance skills and practices from the 30-60-90 day plan. Procedures to monitor these specific funds are clear, and student achievement data are used to determine the holistic effect of all student-centered programs. The expenditure of all funds from the school improvement grant are monitored by the principal, district leadership, school council, Educational Recovery staff and the Kentucky Department of Education.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 8**          <u>School Organization and Fiscal Resources</u>

# Performance Rating    3

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 8** **School Organization and Fiscal Resources**

# Performance Rating 2

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

The school council has adopted policies (4. Discipline and Classroom Management, 8. Instructional Practices and 24. Attendance) to maximize instructional time and increase attendance rates. The principal has established non-negotiables (posted learning targets, up-to-date lesson plans, bell-to-bell instruction, formative and summative assessments), and the administrative team monitors these non-negotiables using a walkthrough instrument. Teachers use a menu of discipline consequences from the Leslie County High School Misbehavior Procedures. The Director of Student Culture Systems and school resource officer provide support and interventions for disruptive students. The principal has implemented schoolwide practices and procedures (limited calls to classrooms, morning and afternoon announcements) to minimize disruptions and a supervision plan that includes teachers assigned to specific school zones during class changes. Although the school council has adopted policies and the principal has developed procedures, he has not monitored to ensure all staff members are consistently implementing these practices (smoking in bathrooms, excessive number of students in hallways during class time, skipping class, tardies). The school council attendance policy provides incentives for students with good attendance and consequences for those with excessive absences and tardies.

8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The principal has developed an informal process to evaluate requests for financial or other resources. Teacher requests above their individual allocated money are made to the principal and, if approved, are forwarded to the district office. Requests of professional learning community funds must first be approved by the professional learning community leader who submits requests to the principal. The principal uses the school improvement grant, the 30-60-90 day plan, walkthroughs, student data and professional learning community leader input to guide his decisions. Although this is not a systematic process, it is consistent with school council policy (16. Setting the School's Budget).

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**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:     **Efficiency**

**Standard 8**          <u>**School Organization and Fiscal Resources**</u>

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary of recommendations in:    **Efficiency**

**Standard 8**        **School Organization and Fiscal Resources**

To increase student learning time, the principal should monitor all staff members performances to ensure the implementation and consistent application of procedures and practices related to school council policies and the building supervision plan. Staff should consistently monitor their assigned zones, eliminate smoking in the restrooms, reduce the number of students in the hallways during class time and decrease tardies. The administrative staff should focus efforts to reduce skipping of classes and absences.

The principal and school council should implement a comprehensive, research-informed needs assessment process for budget planning and development and include input from multiple stakeholders.

The principal should develop a systematic process to evaluate requests for financial or other resources. The process should include a needs assessment completed prior to the drafting of the school budget and clearly defined practices and documentation for individual teacher and professional learning community requests above allocated money. All requests should have a documented connection to the school improvement grant and 30-60-90 day plan.

 Resources:

 Plecki, M.L. &  Monk, D.H. (2003). School Finance & Teacher Quality: Exploring the Connections. Larchmont, NY: Eye on Education.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:     **Efficiency**

**Standard 9**                     <u>**Comprehensive and Effective Planning**</u>

**Findings For This Standard Are Based On:**

Review of classroom assessments, classroom displays, committee meeting minutes and agenda, committee rosters, course syllabi, faculty meeting agenda, Kentucky Performance Report disaggregated data, lesson plans/units of study, master school schedule, needs assessment data, organizational charts, protocols for analyzing student work, rubrics, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school improvement planning team meeting minutes and agenda, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, staff development agenda, student discipline reports, student work, 30-60-90 Day Plan, Walkthrough Data and Perception Surveys

Interviews with central office staff, parents, principal and teachers

Observations of classrooms, common areas, hallways and media center

## Performance Rating     4

9.5c    The means for evaluating the effectiveness of the improvement plan are established.

The principal uses the school improvement grant in place of the comprehensive school improvement plan based on the status as a Tier II school and the Transformation Model. The school improvement grant has monthly, quarterly and annual reports that must be completed and include cognitive and non-cognitive data and test scores. The plan lists measures and evidence that are used to evaluate its effectiveness. Other methods (Plus/Delta, walkthrough data, Educational Recovery Specialist improvement rubrics) are also used to measure effectiveness of the plan. Monthly and quarterly reports of progress made on the plan are sent to the Kentucky Department of Education and the Leslie County Board of Education. The Kentucky Department of Education also completes an annual evaluation of the plan. The principal and administrative team report periodically to the school council on progress made toward meeting the goals of the plan during working or regular sessions. School improvement grant updates are published in the LCHS Month in Review which is sent to stakeholders (families, community and business members) that are on the school's e-mail distribution list.

9.6b    The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

The principal and staff members regularly review and compare student

## Leslie County High School

Leslie County School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**          <u>**Comprehensive and Effective Planning**</u>

# Performance Rating     4

performance data to determine the level of completion of action strategies and measures and evidence listed in the 30-60-90 day plan. The principal and administrative team challenge staff and students to raise the academic bar through a comparative analysis of some schools with similar demographics and high performance. The administrative team reviews strategies of the plan and color-codes to denote level of implementation and any needed modification by professional learning community leaders or staff members. Professional learning communities meet weekly and review progress and impact of the strategies and activities on classroom practices and student learning.

9.6d   There is evidence of attempts to sustain the commitment to continuous improvement.

The principal, in collaboration with the administrative team and professional learning community leaders, has developed and implemented effective processes and procedures to follow for school improvement. A myriad of graphic organizers and system forms have been adopted and used to keep the process on target and on track. Educational Recovery staff led the faculty in review of the mission and the development of vision and belief statements. Activities and discussions presented during opening sessions 2011-12 provided opportunities for staff to revisit and review the importance of vision, mission and beliefs. The LCHS Month in Review celebrates completion of the 30-60-90 day plan action strategies and creates a sense of accomplishment for teachers and staff. The principal established a set of non-negotiables for staff members to follow. Through the use of teacher and student data notebooks, teachers and students can readily see accomplishments and areas of need holding them accountable for student progress. The principal and administrative team regularly monitors teachers through evaluations and the walkthrough process. Professional development is job-embedded and based on the needs of students and staff as shown through data analyses and teachers' individual professional growth plans. Educational Recovery staff has deliberately and gradually relinquished the role of lead for many of the school improvement tasks and now serve as facilitators for school improvement efforts to allow staff to build capacity and be successful once Educational Recovery staff members are no longer present in the school. The principal and staff members model and share Leslie County High School's success through various presentations (Kentucky Association of School Administrators, Kentucky Leadership Academy, Kentucky Association of School Councils, Turn-around training, "Ideas in Action" on Public Broadcast System). In addition, principal and staff welcome visits from peer groups.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**      **Comprehensive and Effective Planning**

# Performance Rating    4

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**          <u>**Comprehensive and Effective Planning**</u>

## Performance Rating     3

9.1a    There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

District leadership, in collaboration with school leadership, invited representatives from all stakeholder groups (parents, local business leaders, community members, Hyden mayor, teachers, Education Recovery staff, district administrators) to attend a meeting for transformation planning. This meeting, held on May 20, 2010, started the process of introducing the school improvement grant and planning for the turnaround of Leslie County High School. The development of a clear vision and mission was determined to be an essential component in school transformation. At the beginning of the 2010-11 school year, the principal used surveys of certified staff, classified staff and students to seek input and gather ideas about what was important to be a successful school. This information was used to develop a vision statement and a set of beliefs which were approved by the staff and school council. The mission statement was revisited but was not changed. On opening day of the 2011-12 school year, the principal presented the mission, vision and belief statements to the faculty for review and to determine how their work demonstrates support of these statements.

9.2a    There is evidence the school/district planning process involves collecting, managing and analyzing data.

The principal leads the initiative and collaborates with the administrative team and school staff to collect, manage and analyze copious amounts of data (ACT, COMPASS Math and Reading, ASVAB, Work Keys, Kentucky Occupational Skills Standards Assessment, Kentucky Online Testing, ThinkLink, classroom assessments and student work, No Child Left Behind reports, College Career Readiness report, Plus/Delta). The principal, administrative team and district academic program manager collect and review data and provide data reports to professional learning community team leads for distribution to staff members during professional development, on data days or at professional learning community team meetings. Staff members use these data to identify individual student needs and to address the needs through curriculum, instructional changes and referrals for students to intervention and enrichment classes. These needs are also included in the 30-60-90 day plan as a basis for the upcoming work. The principal has established a process for the collection, management and analysis of data by teachers and students. Data are compiled in teacher and student data notebooks.

# Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9**          <u>**Comprehensive and Effective Planning**</u>

## Performance Rating    3

9.4a    Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

The principal works with the administrative team, teachers and district staff to collect abundant amounts of data including cognitive (ACT QualityCore mathematics and English, Discovery Education reports, daily learning targets, formative and summative assessments, Interim Performance Report, No Child Left Behind report) and non-cognitive (walkthroughs, attendance, course failure percentages, Characteristics of Highly Effective Teaching and Learning Walks feedback form). Unit rubrics are reviewed and evaluated by the administrative team, and feedback is provided to teachers two times during the year. Data results are presented to the school council at monthly meetings. These data are used to determine strengths and limitations of instructional programs and organizational effectiveness.

9.6a    The plan is implemented as developed.

The principal, administrative team and teaching staff develop the 30-60-90 day plan and review the plan at set intervals. The document is a living document and modifications are made to activities and dates based on implementation and completion of the action strategies and individual needs of students. Under the direction of professional learning community leaders, certified staff members are involved in the development of the 30-60-90 day plan, know what their tasks are and are aware of the goals under this plan. The plan requires checks of the action strategies and lists the evidence that will be used to show completion. The action strategies are color-coded during administrative team meetings to denote level of implementation and any needed modification by professional learning community leaders or staff members. Monthly, quarterly and annual reports verify implementation of the action strategies of the plan. Professional learning community leader agenda and school council and teacher meeting agenda and minutes are used to verify implementation of the plan. Although all stakeholder groups (families, classified staff members, students, community and business members) are not directly involved in developing and implementing the 30-60-90 day plan, the principal has established procedures for informing stakeholders through the LCHS Month in Review.

9.6c    The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

## Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in:   **Efficiency**

**Standard 9**        <u>**Comprehensive and Effective Planning**</u>

# Performance Rating    3

The principal collaborates with the administrative team to collect and use various data to track and compare student performance over time. Data days are scheduled throughout the school year for staff members to review national and state assessments when information is received. Classroom and benchmark assessment data (walkthrough, formative and summative assessments, Discovery Education Assessment Progression Tests, Response to Intervention, No Child Left Behind, Interim Performance Report) are regularly collected, monitored and analyzed through professional learning communities to measure impact of the plan on teaching and classroom practices. The 30-60-90 day plan requires regular checks to be completed. The principal requires teachers to reflect on the effectiveness of the plan's strategies on student performance through the use of teacher data notebooks. The Teaching, Empowering, Leading and Learning survey analysis data and the Quality Data Tool are used to see what is working and what additional action steps might be needed.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

Summary Findings in: **Efficiency**

**Standard 9** <u>**Comprehensive and Effective Planning**</u>

# Kentucky Department of Education

## School Leadership Assessment Summary Report

# Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

Summary of recommendations in:     **Efficiency**

**Standard 9**          **Comprehensive and Effective Planning**

The principal and school council should promote the vision and lead the staff in long-range planning to become academically competitive with the top ranked high schools in the state and nation. A comprehensive needs assessment involving all stakeholder groups should be conducted for the purpose of determining what it would take to prepare Leslie County High School students to be academically competitive in a global market place.

The principal and school council should continue the proven practice of planning using the 30-60-90 day plan. They should actively seek input from external stakeholder groups to participate in the planning process. The principal should continue guiding the faculty and staff in the effective and full implementation of the 30-60-90 day plan. The principal should ensure action strategies of the 30-60-90 day plan are proven and research based and all faculty are effectively and consistently implementing the action strategies, making adjustments as needed and following the plan.

Resources:

DuFour, R. & Eaker, R.E. (1998). Professional Learning Communities At Work, Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Holcomb, E. (2004). Getting Excited About Data:  How to Combine People, Passion and Proof to Maximize Student Achievement.  Thousand Oaks, CA: Corwin Press.

**Kentucky Department of Education**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

## Summary of Next Steps:

The principal should challenge staff to "dream the dream" and ask the question "How do we go from GOOD to GREAT" in Leslie County High School's pursuit of excellence. He should establish procedures to ensure the systems in place continue to produce positive results for staff and students. He should raise the bar in his accountability expectations and use the entire evaluation process to make sure staff members continue to improve. The principal should seek external resources that will sustain and exceed what the school improvement grant has provided.

The principal should ensure teachers provide opportunities for students to develop 21st Century skills (information and electronic media, creativity and innovation, functional and critical thinking) through the conceptual use of technology. The principal should cultivate a learning climate that challenges students to think beyond traditional ways of demonstrating knowledge so Leslie County High School students will be prepared to be the next generation of global leaders.

The principal and administrative team should continue monitoring classroom instruction through walkthroughs for the purpose of identifying effective instructional strategies. They should use walkthroughs and other data to determine if the strategies match the intensity of QualityCore rigor and standards. The principal should ensure teachers are serving as facilitators of information and support and encourage students to initiate and complete complex inquiry-based learning tasks requiring creative and critical thinking skills. The principal should ensure teachers receive the training necessary to assist students to thrive in today's global economy.

The principal should create a culture of high expectations for professional growth and work to establish efficacy in all teachers. He should provide appropriate and creative professional development and encourage them to become leaders who can maintain their own structures as well as provide support for others. He should continue to build capacity with a goal of autonomy for all staff members.

The prime goal of the school council is to ensure continuous academic achievement of all students. The school council must move from an organization that receives information to one that engages the principal, school staff and other stakeholders in actions to support the goal. These actions should include, but not be limited to, planned involvement of all stakeholder groups, an annual needs assessment used for planning and budgeting, active engagement of all council members in student data analysis and adoption of policies specific to the needs of the school.

The principal and school council should develop partnerships with all stakeholders (families, guardians, community and business members). They should be engaged and trained to understand academic expectations, school planning, decision making and student achievement results. Initiatives to involve all stakeholder groups as volunteers (guest speakers, educational advocates, tutors, mentors) should be implemented to enhance student learning. All stakeholder groups should be involved in school planning and decision making. Interactive communication between school staff and families should be a main focus of the school's effort in improving student achievement.

# Kentucky Department of Education

## School Leadership Assessment Summary Report

# Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

## In Conclusion:

The members of the Leslie County High School Leadership Assessment Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Leadership Assessment Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:
> The principal does have the ability to lead the intervention and should remain as principal of the school to continue his roles and responsibilities established in KRS 160.345.

Council Authority:
> School council does have the ability to lead the intervention and does have the capability and capacity to continue its roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Leadership Assessment Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education:

_____Date:_____

I have received the leadership assessment report for Leslie County High School.

Principal, Leslie County High School

_____Date:_____

Superintendent, Leslie County Schools

_____Date:_____

# Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

**1.1**  **Curriculum**  **Academic Performance**

| | |
|---|---|
| **1.1d** | **Evidence of vertical communication, intentional focus on key curriculum transition points** |
| **1.1f** | **Systematic process for monitoring, evaluating and reviewing curriculum** |



Performance Rating

# Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

**2.1    Classroom Evaluation/Assessment**                    **Academic Performance**

**2.1a    Classroom assessments frequent, rigorous, aligned with Kentucky's core content**

**2.1d    Test scores are used to identify curriculum gaps**

**2.1f    Performance standards communicated, evident in classrooms, observable in student work**

Performance Rating

**3.1    Instruction**                                                      **Academic Performance**

**3.1a   Evidence that effective and varied instructional strategies
are used in all classrooms**

**3.1b   Instructional strategies and learning activities are aligned**

**3.1e   Evidence teachers incorporate the use of technology**



Performance Rating

# Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

**4.1    School Culture**                                                    **Learning Environment**



**4.1a    Leadership support for a safe, orderly and equitable learning environment**

**4.1b    Leadership creates experiences that all children can learn**

**4.1d    Teachers, staff involved in decision-making processes regarding teaching and learning**

**4.1f    School assigns staff...opportunities for ALL students**

**4.1i    Multiple communication strategies...to all stakeholders**

**4.1j    Evidence that student achievement is highly valued**

**4.1k    The school/district provides support...needs of all students**

Performance Rating: 0 1 2 3 4

# Kentucky Department of Education

## School Leadership Assessment Summary Report

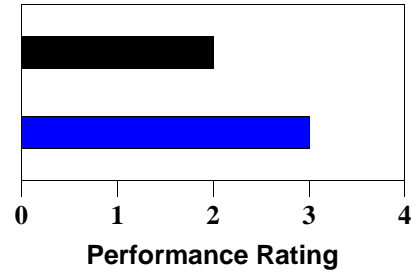## Leslie County High School
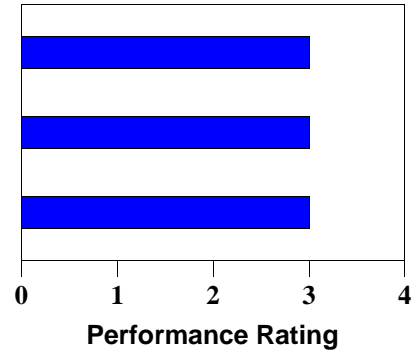
### Leslie County School District

3/18/2012 - 3/23/2012

**5.1**    **Student, Family and Community Support**                                    **Learning Environment**

**5.1a**  **Families and the community are active partners**

**5.1b**  **All students have access to all the curriculum**

**5.1c**  **Reduce barriers to learning**

**5.1d**  **Students are provided opportunities to receive additional assistance**

**5.1e**  **School maintains an accurate student record system**

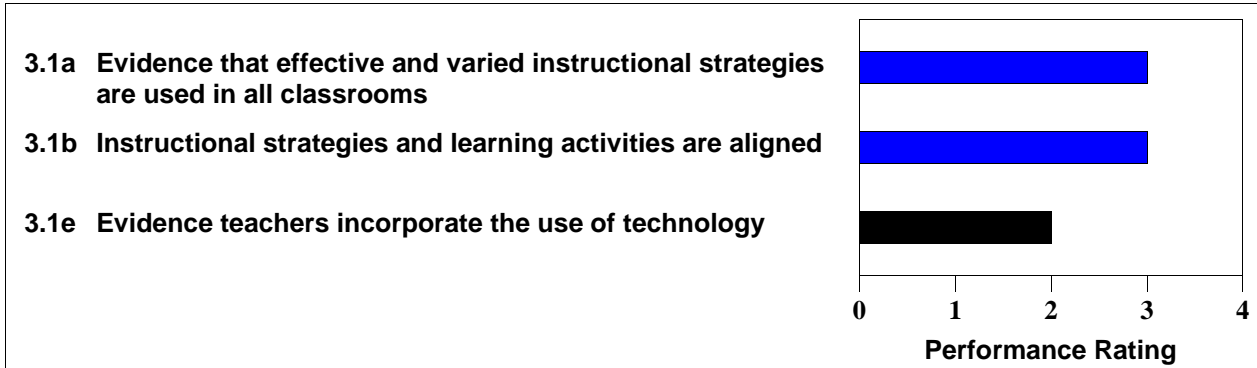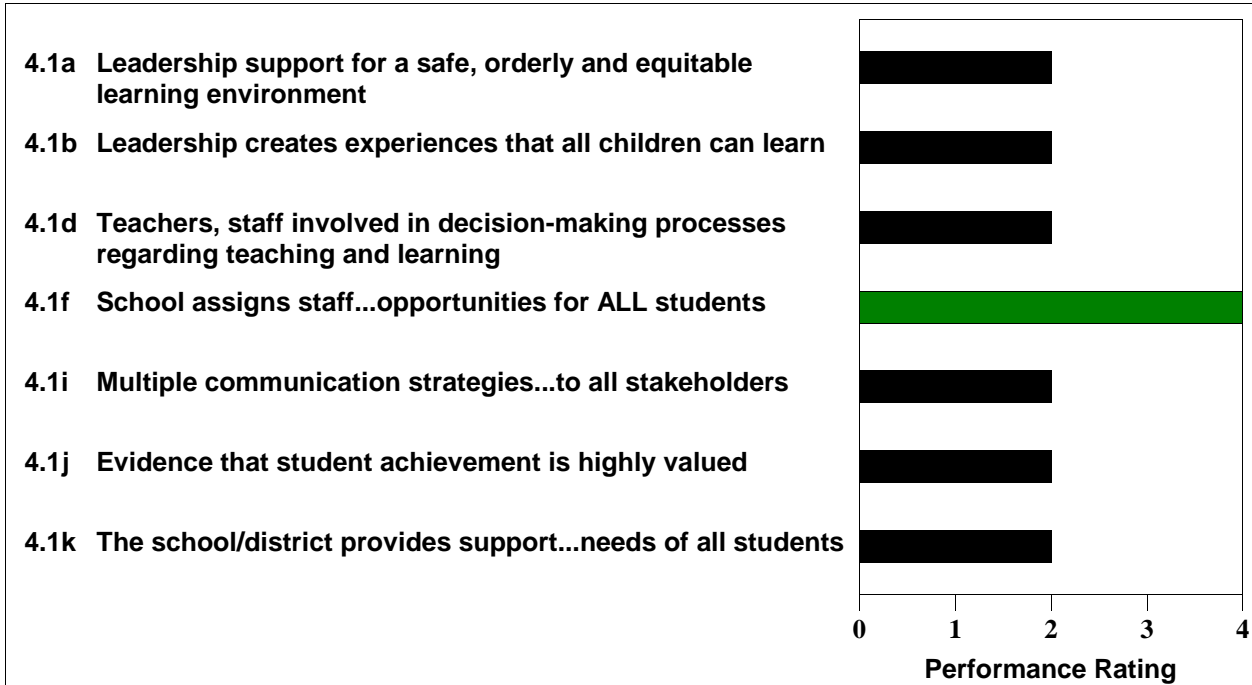**Performance Rating**

**School Leadership Assessment Summary Report**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

**6.1    Professional Development**                                  **Learning Environment**

**6.1a   Support for the long-term professional growth of the individual staff members**

**6.1b   The school has an intentional plan for building instructional capacity**

**6.1c   Staff development priorities..alignment..goals for student performance**

**6.1e   Professional development is on-going and job-embedded**

**6.1f   Professional development planning connect student achievement data**

**Performance Rating**

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

| | | |
|---|---|---|
| **6.2** | **Professional Growth and Evaluation** | **Learning Environment** |

**6.2a** **Clearly defined evaluation process**

**6.2b** **Leadership provides the fiscal resources for the appropriate professional growth**

**6.2c** **Employee evaluation and the individual professional growth plan to improve staff proficiency**

**6.2d** **A process of personnel evaluation which meets or exceeds standards set in statute**

**6.2f** **Evaluation process to provide teachers..change behavior and instructional practice**
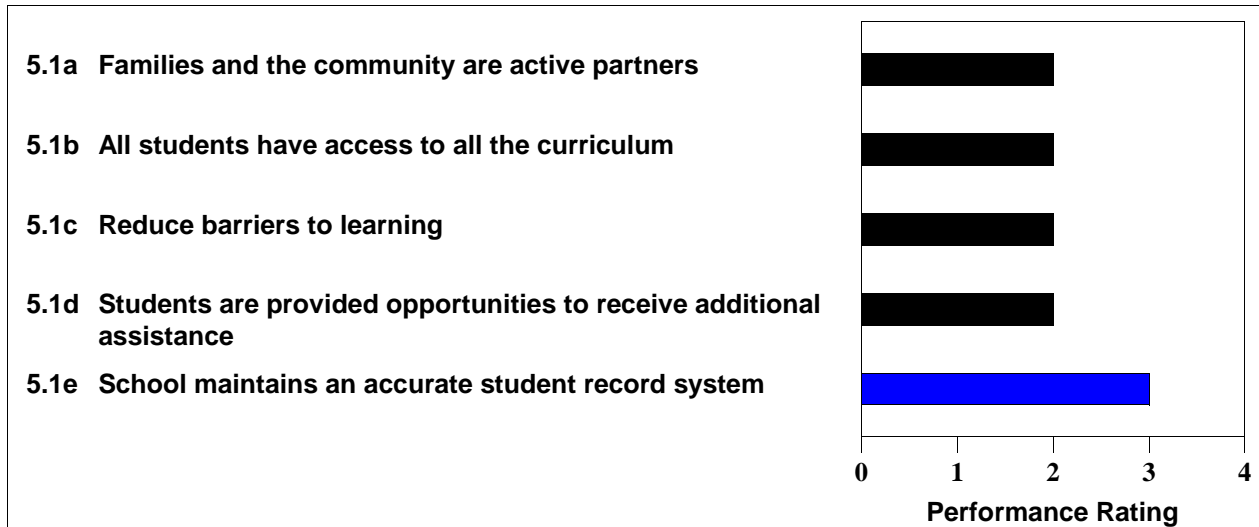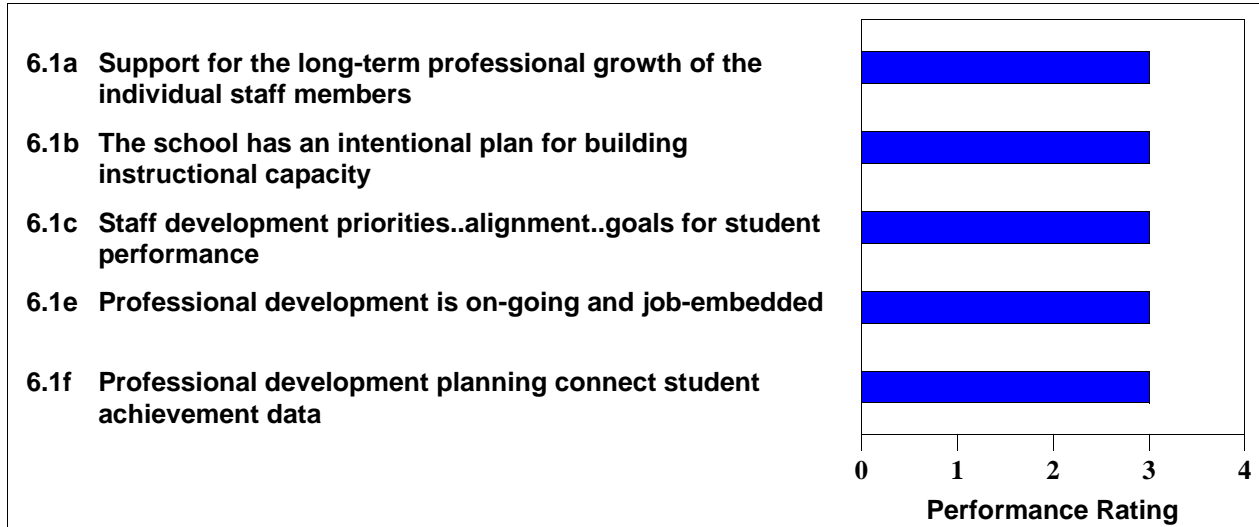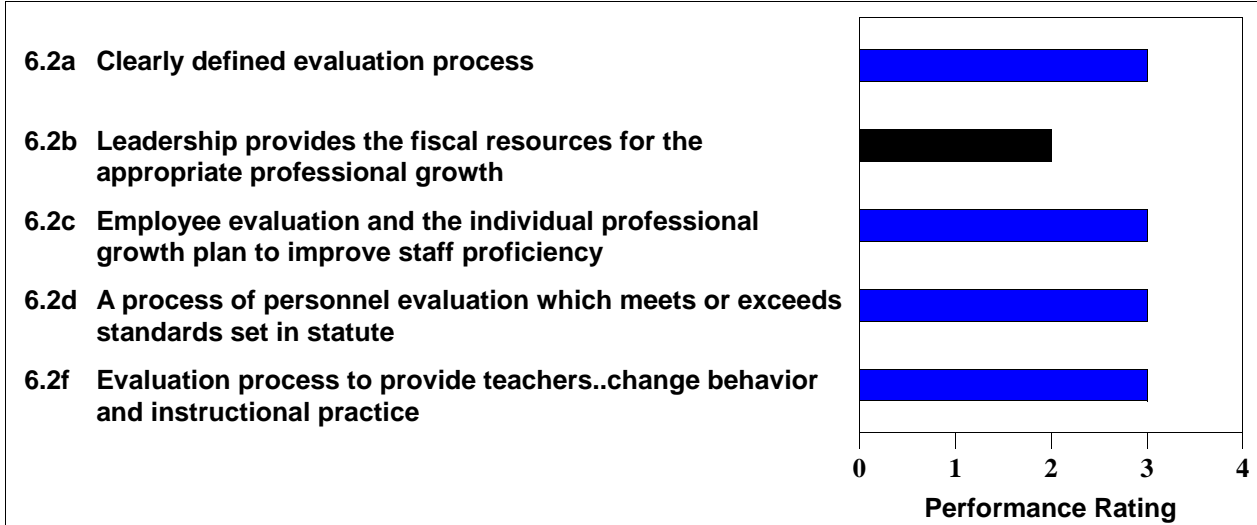
**Performance Rating**

# Kentucky Department of Education

## School Leadership Assessment Summary Report

# Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

**7.1    Leadership**                                                                                                    **Efficiency**

**7.1a    Leadership has developed and sustained a shared vision**

**7.1b    Leadership decisions focused on student academic data**

**7.1c    All administrators have a growth plan**

**7.1d    Evidence that the leadership team disaggregates data**

**7.1e    Leadership ensures all instructional staff...access to curriculum related materials**

**7.1f    Leadership ensures that time is protected...instructional issues**

**7.1g    Leadership plans and allocates resources**

**7.1h    School/district leadership provides policy and resource infrastructure**

**7.1i    Process for the development and the implementation of council policy**

**7.1j    SBDM council has an intentional focus on student academic performance**

**7.1k    Principal demonstrates leadership skills in academic performance, learning environment, efficiency**

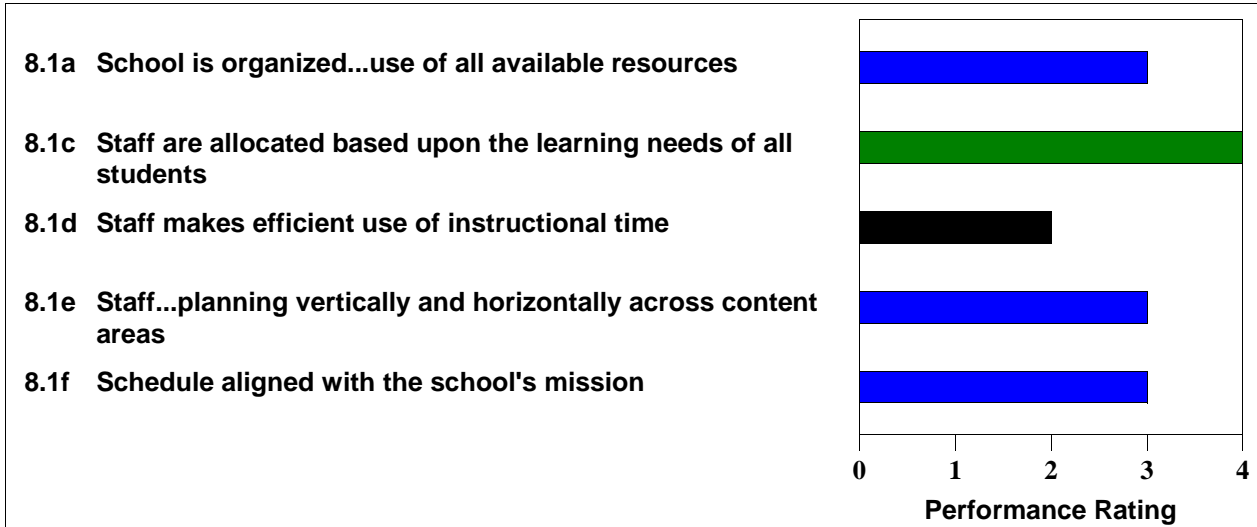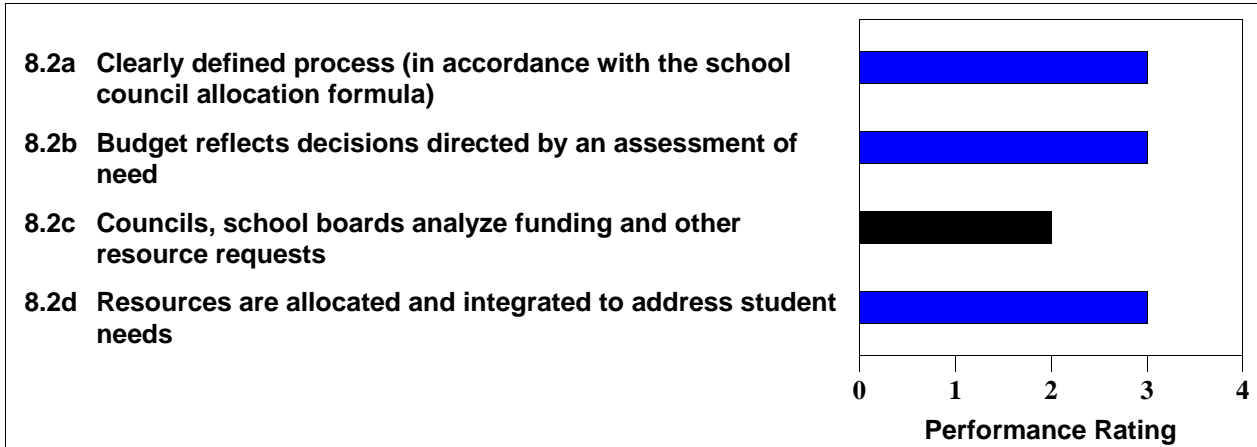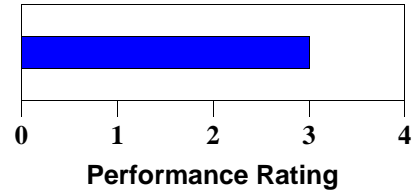**Performance Rating**

0    1    2    3    4

# Kentucky Department of Education

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

**8.1**   **Organization of the School**                                                  **Efficiency**

**8.1a**   **School is organized...use of all available resources**

**8.1c**   **Staff are allocated based upon the learning needs of all students**

**8.1d**   **Staff makes efficient use of instructional time**

**8.1e**   **Staff...planning vertically and horizontally across content areas**

**8.1f**   **Schedule aligned with the school's mission**

Performance Rating: 0 1 2 3 4

# Leslie County High School

**Leslie County School District**

3/18/2012 - 3/23/2012

**8.2    Resource Allocation and Integration**                                          **Efficiency**

**8.2a   Clearly defined process (in accordance with the school council allocation formula)**

**8.2b   Budget reflects decisions directed by an assessment of need**

**8.2c   Councils, school boards analyze funding and other resource requests**

**8.2d   Resources are allocated and integrated to address student needs**

**Performance Rating**

**9.1**    **Defining the School Vision, Mission, Beliefs**                                    **Efficiency**

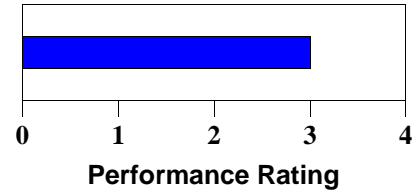**9.1a**   **Collaborative process used to develop the vision, beliefs, mission**



Performance Rating: 3 (scale 0 to 4)

## School Leadership Assessment Summary Report

## Leslie County High School

### Leslie County School District

3/18/2012 - 3/23/2012

**9.2    Development of the Profile**                                                    **Efficiency**

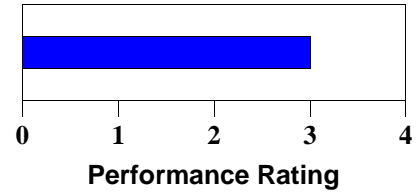**9.2a    Planning process involves collecting, managing and analyzing data**

Performance Rating

**9.4    Analyzing Instructional and Organizational Effectiveness**            **Efficiency**

**9.4a   Strengths and limitations are identified**
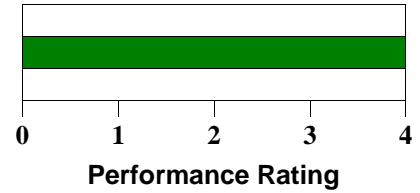
Performance Rating

**9.5    Development of the Improvement Plan**                                          **Efficiency**

**9.5c   Evaluating the effectiveness of improvement plan**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

**Performance Rating**

**9.6    Implementation and Documentation**                    **Efficiency**

**9.6a  Plan is implemented as developed**

**9.6b  School evaluates the degree to which it achieves the goals and objectives for student learning**

**9.6c  The school evaluates the degree to which it achieves the expected impact**

**9.6d  Evidence of attempts to sustain the commitment to continuous improvement**



**Performance Rating**